

Women And Leadership In Canadian Education



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The contributors to this book place gender at the centre of their analysis as they explore questions about administration and leadership in Canadian education Women and Leadership will be a useful resource for scholars, students, and practitioners who are interested in educational leadership and administration, women's studies, and organizational analysis This book bringThe contributors to this book place gender at the centre of their analysis as they explore questions about administration and leadership in Canadian education Women and Leadership will be a useful resource for scholars, students, and practitioners who are interested in educational leadership and administration, women's studies, and organizational analysis This book brings feminist perspectives to the exploration of educational leadership and administration in Canada today

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Women, Adult Education, and Leadership in Canada-Shauna Jane Butterwick 2015-11-30 "This work is a celebration of Canadian women in adult education. It highlights the challenges faced by women as educators, leaders, and learners as well as the remarkable contributions of individual women along the road to knowledge, empowerment, and social change."--

Women and Leadership in Canadian Education-Cecilia Reynolds 1995
Vrouwen en leidinggeven is het onderwerp van dit boek. Meer bepaald gaat het over vrouwen die leiding geven op verschillende niveaus in het Canadese onderwijssysteem. In het eerste deel krijgen wij een overzicht van feministische standpunten en kritieken t.a.v. leiderschap en beleid in het onderwijs. In deel twee komen de vrouwen die een leidinggevende functie bekleden aan bod. Zij vertellen welke strategieën zij gebruikten om de obstakels op hun weg te omzeilen. We krijgen ook een idee van de impact die hun aanwezigheid heeft op hun scholen/universiteiten. Deel drie bekijkt leiderschap vanuit het standpunt van de leerkrachten. Wat zijn hun ervaringen met vrouwelijke directeurs?

Women and School Leadership-Cecilia Reynolds 2012-02-01
International in scope, this is an unprecedented compilation of current theories and perspectives on women

and leadership issues in schools at all levels.

Leadership Gender And Culture In Education-Collard, John 2004-10-01
"This rich explorative book examines the intricacies of gender, sexuality, ethnicity and class and how these complex influences weave their patterns in the daily lives of leaders. It achieves the difficult balance between acknowledging differences as well as unifying elements. The book also raises many questions about the context for leadership and examines the central issues of: leadership for what? What are leaders there to do - and for whom? To ensure that students achieve higher examination scores, or to promote equity and social justice? This book offers many fresh insights into these and other important questions."
Professor Kathryn Riley, Institute of Education, University of London
This book features chapters by leading international scholars on gender and educational leadership. Drawing on research in schools in the United Kingdom, Australia, New Zealand, Sweden, the United States and Canada, it introduces new discussions about the impact of gender, race, class, institutional setting and recent ideologies on leadership discourses. The book shows how early research has over-emphasized gender stereotypes and tended to simplify and polarize the ways men and women lead. Looking at differences and similarities in how men and women take on and exercise leadership roles, the authors counter essentialist claims based on biological, psychological and sociological theories that stress gender difference. The discussions employ sophisticated understandings of gender relations and

leadership discourses in today's globalized context. The book is for students and scholars studying leadership and for leaders in different educational contexts around the world.

Women Principals in a Multicultural Society-Izhar Oplatka 2006 New insights into feminist educational leadership analyze the crossing issues of gender, school leadership, and multicultural experiences as expressed in accounts of female school principals from diverse ethnic and religious groups in the multicultural society of Israel. (Education/Teaching)

"Leadership in Higher Education, a Canadian Perspective"-E. Margaret Fulton 1979

Who's Who of Canadian Women, 1999-2000-Gillian Holmes 1999-06-01 Who's Who of Canadian Women is a guide to the most powerful and innovative women in Canada. Celebrating the talents and achievement of over 3,700 women, Who's Who of Canadian Women includes women from all over Canada, in all fields, including agriculture, academia, law, business, politics, journalism, religion, sports and entertainment. Each biography includes such information as personal data, education, career history, current employment, affiliations, interests and honours. A special comment section reveals personal thoughts, goals, and achievements of the profiled individual. Entries are indexed by employment of affiliation for easy reference. Published every two years, Who's Who of Canadian Women selects its biographees on merit

alone. This collection is an essential resource for all those interested in the achievements of Canadian women.

Feminist Critical Policy Analysis I-Catherine Marshall 2005-10-05 This text sets out to challenge the traditional power basis of the policy decision makers in education. It contests that others who have an equal right to be consulted and have their opinions known have been silenced, declared irrelevant, postponed and otherwise ignored. Policies have thus been formed and implemented without even a cursory feminist critical glance. The chapters in this text illustrate how to incorporate critical and feminist lenses and thus create policies to meet the lived realities, the needs, aspirations and values of women and girls. A particular focus is the primary and secondary sectors of education.

Feminist Critical Policy Analysis: A perspective from primary and secondary schooling-Catherine Marshall 1997 Challenging the traditional power basis of the policy decision-makers in education, this text illustrates the use of a critical and feminist lens in the creation of policies to meet the needs, aspirations and values of women and girls. Focus is on the primary and secondary sectors of education.--WorldCat.

Women in the Canadian Academic Tundra-Elena Hannah 2002 A unique collection that explores the experiences of academic women, their struggles for inclusion and equality with men, and their triumphs and disappointments.

Changing Women, Changing

History-Diana Lynn Pedersen 1996

Changing Women, Changing History is a bibliographic guide to the scholarship, both English and French, on Canadian's women's history. Organized under broad subject headings, and accompanied by author and subject indices it is accessible and comprehensive.

Principals in Succession

Robert E. White 2011-06-11 Contributors to this volume examine structures and processes that school boards have in place directly relating to the process of principal or vice-principal succession. As well, they consider the effect that these structures and processes have upon staff and administrators themselves. These contributors investigate policies, procedures and practices that school boards employ in terms of leadership succession, and explore implications of these constructs for the sustainability of school improvement. This volume presents an overview of the process of principal or vice-principal succession, descriptions of school district practices surrounding this process and discussions regarding how succession procedures affect individuals and groups of individuals. This volume also highlights those board policies that incorporate practices used to develop models that support and allow administrators to succeed. It articulates how school leaders and staff members deal with change and improvement efforts in successive schools, as well as how board policies and practices support principals and vice-principals at any stage in the succession process. This volume is useful as a reference guide relating to

transfer and rotation procedures in school systems across the nation.

Research Anthology on Challenges for Women in Leadership Roles

Management Association, Information Resources 2021-03-19 The role of women in the workplace has rapidly advanced and changed within the previous decade, leading to a current position in which women are taking over leadership roles and being offered these positions more than ever before. However, a gap still exists with the representation of women in the workforce especially in power positions and roles of authority in organizations. While the representation of women in leadership roles is impressive and exciting for the future, women still face many challenges when taking over these positions of power and face many issues related to gender inclusivity. There is also still gender bias and discrimination against women who have been given the opportunity to become authority figures. It is essential to acknowledge and discuss these critical issues and challenges that women in leadership roles must handle to better understand the current climate of gender roles across various industries and types of leadership. The Research Anthology on Challenges for Women in Leadership Roles discusses the role of women in positions of authority across diverse industries and businesses. By reviewing the biases, struggles, discrimination, and overall challenges of being a woman in a powerful role, women leaders can be better understood for their role in a male-dominated world. This includes topics of concern such as equal treatment, proper implementation of women's policies, social justice activism, discrimination, and sexual

harassment in the workplace, and the importance of diversity and empowerment of women in leadership positions with chapters pertaining specifically to African-American, Hispanic, Asian, and Middle Eastern women. This book is ideal for professionals, researchers, managers, executives, leaders, academicians, sociologists, policymakers, and students in fields that include humanities, social sciences, women's studies, gender studies, business management, management science, health sciences, educational studies, and political sciences.

Women and Educational Leadership-

Margaret Grogan 2010-11-11 This groundbreaking book presents a new way of looking at leadership that is anchored in research on women leaders in education. The authors examine how successful women in education lead and offer suggestions and ideas for developing and honing these exemplary leadership practices. *Women and Educational Leadership* shows how the qualities that characterize women's approaches to leadership differ from traditional approaches?whether the traditional leader is a woman or a man. The authors reveal that women leaders are more collaborative by nature and demonstrate a commitment to social justice. They tend to bring an instructional focus to leadership, include spiritual dimensions in their work, and strive for balance between the personal and professional. This important book offers a new model of leadership that shifts away from the traditional heroic notion of leadership to the collective account of leadership that focuses on leadership for a specific purpose—like social justice. The authors

include illustrative examples of leaders who have brought diverse groups to work toward common ground. They also show how leadership is a way to facilitate and support the work of organizational members. The ideas and suggestions presented throughout the book can help the next generation fulfill the promise of a new tradition of leadership. *Women and Educational Leadership* is part of the Jossey-Bass Leadership Library in Education series.

Transforming Conversations-

Dawn Wallin 2018-06-12 What effect has feminism had on Canadian education since the 1970 Royal Commission on the Status of Women, and to what end? *Transforming Conversations* explores post-commission feminist thought and action in the contexts of primary, secondary, post-secondary, and adult education. In this volume, teachers, professors, and educational administrators – many trailblazers themselves – document the historical experiences and outcomes of feminist action in university faculties of education, departments of educational administration, academic and professional societies, teachers' unions, and community groups over the past five decades. They begin by exploring liberal feminism as an initial response to the historical context in which female educators spoke up for women's rights and reshaped formal education systems. The contributors further explore how feminist theory was reconceptualized as women moved into formal leadership roles across education sectors. Last, contributors consider female educators at the intersection of gender and other systems of exclusion, such as race and class, despite ostensibly inclusive feminist theory that continues to be

bounded by Western, colonial, neoliberal ideologies. Transforming Conversations considers the complex effects feminism has had and continues to have on Canadian education, acknowledges voices that have been marginalized, and invites readers to continue a transformative feminist dialogue.

International Handbook of Educational Leadership and Administration

Kenneth A. Leithwood
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.

IJER Vol 13-N3-International Journal of Educational Reform 2004-12-03 The mission of the International Journal of Educational Reform (IJER) is to keep readers up-to-date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities. As the only peer-reviewed scholarly publication that combines authors' voices without regard for the political affiliations perspectives, or research methodologies, IJER provides readers with a balanced view of all sides of the political and educational mainstream. To this end, IJER includes, but is not limited to, inquiry based and opinion pieces on developments in such areas as policy, administration, curriculum, instruction, law, and research. IJER should thus be of interest to professional educators with decision-making roles and policymakers at all levels turn since it provides a broad-based conversation between and among policymakers, practitioners, and academicians about reform goals, objectives, and methods for success throughout the world. Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked. IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes. Finally, it is the mission of IJER to help readers to learn about key issues in school

reform from movers and shakers who help to study and shape the power base directing educational reform in the U.S. and the world.

Women As Leaders in Education-

Jennifer L. Martin 2011-09-22 This up-to-date, candid examination of women's careers in education and leadership in education describes the pitfalls, triumphs, and future promise of female leaders in education.

Step In, Step Up-Jane A. G. Kise 2019

Women have incredible potential to drive change in education if they step up to lead at all levels. In *Step In, Step Up*, authors Jane A. G. Kise and Barbara K. Watterston guide current and aspiring women leaders through a twelve-week leadership journey. An assortment of activities, reflection prompts, and stories empower readers to overcome gender barriers to leadership and engage in opportunities to learn, grow, and lead within their school communities. This book will inspire you to step into educational leadership with confidence. Examine the need for women in leadership positions at schools and districts. Consider your own leadership identity and learn where to make adjustments. Feel empowered to overcome gender barriers, female stereotypes, and the double bind experienced by women in leadership roles. Gain tools and strategies for creating an action plan for effective instructional leadership in schools. Learn about hard and soft leadership skills and their value in leadership. Complete reflection activities to reinforce learning and professional development. Contents: About the Authors Introduction: The Why and How

of Women's Leadership Journey Chapter 1: Engaging Women in School Leadership Chapter 2: Navigating Gender Barriers Chapter 3: Finding Time for the Leadership Journey Chapter 4: Becoming Ready for Leadership Chapter 5: Taking the Path to Maturity Chapter 6: Knowing Your Hardwired Strengths Chapter 7: Challenging Your Limiting Beliefs Chapter 8: Exploring Emotional Intelligence Chapter 9: Making Yourself Heard Chapter 10: Finding the Courage for Tough Conversations Chapter 11: Encouraging More Women to Lead Chapter 12: Crafting Your Identity as a Female Leader A Final Note References and Resources Index

Realities of Teachers' Work-Sandra

Acker 1999-04-01 *The Realities of Teacher' Work: Never a Dull Moment* follows the fortunes of the teachers at Hillview Primary School over ten years. It explores what it is like to be a primary or elementary school teacher in an urban school with about 200 children, mixed in social class and ethnicity, and suggests what we may learn from them for the future. Sandra Acker links her research with other literature on teachers' work, and describes the school as a workplace, focusing on four key features: the characteristics of the children, the school's physical setting, the available resources, and the ethos of the school. She successfully places us in the classroom giving vivid images of daily interactions with the children, and shows too how teaching extends far beyond the classroom door. The book explores the caring culture that has developed among the teachers and helps them to cope with the difficulties they encounter. It also considers the school as located in the wider

community by looking at changes in teachers' careers over time and the effects on Hillview of recent educational reform. This book shows us how and why we need to revise our assumptions about schools and teachers and see them not as isolated individuals in closed classrooms and self-contained schools, but as an integral part of a much broader community. Above all, it shows that teaching is hard, demanding work that is influenced by workplace cultures and the gendered expectations society holds about teachers.

Women in School Leadership-N.

Mythili 2019-06-03 School leadership quality is among the biggest factors ensuring high-quality student learning worldwide. Women school leaders develop greater interactivity with children, helping them achieve greater engagement with learning and better results. Developing women school leaders is therefore key to improving school education in India and across the world. The proportion of women teachers in developing countries, including India, has risen significantly in recent years. However, their participation in school leadership is comparatively low due to ingrained negative perceptions as well as several sociocultural barriers. *Women in School Leadership* aims to document vividly the initiative by women, especially in developing countries, to achieve parity in school leadership. It analyses and interprets qualitative primary data collected from detailed case studies of women school heads, and secondary data from Unified District Information System for Education (U-DISE), the Indian national database for school information, as per a multi-disciplinary approach. The book validates the

current level of progress and suggests ways to improve the situation further through policy measures and by reducing barriers to women's school leadership development. Success in this endeavour is expected to lead to gender equality, scope for fair access and the promotion of the merit principle in education, competition and employment opportunities in schools.

Adult Learning Through Collaborative Leadership-Catherine Etmanski 2018-01-15

By attending to the adult learning that takes place through more collaborative approaches to leadership, this volume draws upon scholars who understand leadership as more participatory, transformative, generative, and democratic. Looking beyond position-based individual leadership it captures how adults learn through the diverse actions, processes, and strategies collaborative leaders employ to bring about change. Drawing from scholarship and practice, this sourcebook weaves theory with the authors experiences by showcasing real-life examples of collaborative leadership in a variety of contexts including community, healthcare, secondary, and post-secondary education. It also provides a range of creative strategies such as playbuilding, coaching, fostering global partnerships, and ensemble leadership as well as indigenous and feminist perspectives on leadership. This sourcebook will support adult educators seeking to promote learning through more collaborative approaches to leadership and engagement in a variety of settings. Readers will benefit by deepening their understanding of how leadership is not only enacted among individuals, but how it is also expressed in collective

ways of thinking, doing, being, knowing, and learning. This is the 156th volume of the Jossey Bass series New Directions for Adult and Continuing Education. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

Citizenship, Democracy and Higher Education in Europe, Canada and the USA-J. Laker 2014-06-23

Citizenship, democracy and human rights have always been central to higher education and increasing globalization has amplified their urgency and complexity. This volume explores conceptual, theoretical and policy implications for post-secondary education engaging with these topics, comparing the USA, Canada, Eastern Europe and Western Europe.

Political Approaches to Educational Administration and Leadership-

Eugenie A. Samier 2008-03-01 This collection explores the political philosophy and theory foundations for educational administration and leadership as they influence our understanding, analysis and practice in the field. The first section, "Political Philosophy: The Foundations," discusses the work of such writers as Machiavelli, Kant and Hegel, Hayek, Habermas, and Bourdieu as their theories apply to the educational context. The second section, "Political Analysis: The Critique," examines various types of political analyses, such as the politics of the policy process, minority politics, civil society, micro-politics, community

politics, and cosmopolitan theory. The last section, "Current Political Controversies: The Practice," addresses current topical issues of a political nature, including the serving of the state economic agenda, the democratisation of educational organisations, the neo-conservative agenda, and globalisation. The broad international perspective from which these topics are covered makes this volume an excellent addition to the fields of educational leadership, organizational studies, and educational administration theory.

Educational Administration and Leadership-David Burgess 2014-12-05

This volume provides diverse perspectives and paradigms in educational administration and leadership. Focusing on particular philosophical and theoretical schools of thought, it traces the contemporary history of debates in the field while also exploring emerging, non-traditional schools for insight and potential contributions to educational administration in multi-cultural contexts. It critically examines trends and issues in society and their impact on educational theory, and gives an overview of the scholarly study of organizations, administration, and leadership to develop introductory understandings of significant concepts and theories.

Resources in Education- 1998

Handbook for Achieving Gender Equity Through Education-Susan S. Klein 2014-05-22 First published in 1985, the Handbook for Achieving

Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education. This new, expanded edition provides a 20-year retrospective of the field, one that has the great advantage of documenting U.S. national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX, the landmark federal law prohibiting sex discrimination in education, equity programs and research. Key features include: Expertise - Like its predecessor, over 200 expert authors and reviewers provide accurate, consensus, research-based information on the nature of gender equity challenges and what is needed to meet them at all levels of education. Content Area Focus - The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics, science, and engineering. Global/Diversity Focus - Global gender equity is addressed in a separate chapter as well as in numerous other chapters. The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans, Latina/os, Asian and Pacific Island Americans, American Indians, gifted students, students with disabilities, and lesbian, gay, bisexual, and transgender students. Action Oriented - All chapters contain practical recommendations for making education activities and outcomes more gender equitable. A final chapter consolidates individual chapter recommendations for educators, policymakers, and researchers to achieve gender equity in and through education. New Material - Expanded from 25 to 31 chapters, this new edition includes: *more emphasis on male gender equity and on sexuality

issues; *special within population gender equity challenges (race, ability and disability, etc); *coeducation and single sex education; *increased use of rigorous research strategies such as meta-analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs; *technology and gender equity is now treated in three chapters; *women's and gender studies; *communication skills relating to English, bilingual, and foreign language learning; and *history and implementation of Title IX and other federal and state policies. Since there is so much misleading information about gender equity and education, this Handbook will be essential for anyone who wants accurate, research-based information on controversial gender equity issues—journalists, policy makers, teachers, Title IX coordinators, equity trainers, women's and gender study faculty, students, and parents.

Urban Educational Leadership for Social Justice-Jeffrey S. Brooks

2015-06-01 The chapters in Urban Educational Leadership for Social Justice: International Perspectives constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt the United States, Thailand and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived

from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.

The Wiley International Handbook of Educational Leadership

Duncan Waite 2017-04-10 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco-justice, advocacy, Big Data and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or

political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological, cultural, and methodological concepts of education and educational leadership Explores the field's historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

International Handbook on the Preparation and Development of School Leaders

Jacky Lumby 2009-05-07 Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEAM), this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe. It describes current issues and debates and offers an assessment of where the field of leadership development is headed. Key features include the following: Global Focus: this book provides the first comprehensive look at leadership preparation and development across the globe. The chapter authors are distinguished scholars, drawn from the US, UK, Europe, Asia, Canada, Australia/New Zealand, and Africa. Topical & Geographical Focus: provides researchers and policymakers with

critical descriptions and assessments of both topical and geographical areas. International Expertise: chapter contributors are drawn from a variety of theoretical perspectives and represent all major continents.

Atlantis- 1997

Theorising Identity and Subjectivity in Educational Leadership Research-

Richard Niesche 2020-04-15 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.

Women Leading Education across the Continents-

Elizabeth C. Reilly 2015-03-18 Women Leading Education across the Continents is a collection of research about and stories of women in basic and higher education leadership from every region of the globe.

Rural Women's Leadership in

Atlantic Canada-Louise Irene Carbert 2006 Most people are aware of the large and persistent gender imbalance in elected office at all levels of government in Canada, but few appreciate the far greater imbalance that occurs outside of large cities. This deficit arises not from rural voter bias, but from low numbers of female candidates running for winnable seats. The question of why there are so few female candidates has been difficult to answer, largely because we know so little about the pool of potential candidates. Rural Women's Leadership in Atlantic Canada presents results from a regional field-based study, which confronted this challenge directly for the first time. Louise Carbert gathered together small groups of rural community leaders (126 women in all) throughout the four Atlantic provinces, and interviewed them about their experiences and perceptions of leadership, public life, and running for elected office. Their answers paint a vivid picture of politics in rural communities, illustrating how it intersects with family life, work, and the overall local economy. Through discussion of their own reasoned aversion to holding elected office, and of resistance encountered by those who have put their names forward, the interviewees shed much-needed light on the pervasive barriers to the election of

women. Carbert not only contextualizes the results in terms of economic and demographic structures of rural Atlantic Canada, but also considers points of comparison and contrast with other parts of the country.

Canadian Books in Print. Author and Title Index- 1975

Women Negotiating Life in the Academy-Sarah Elaine Eaton
2020-03-23 This book offers a new perspective on how Canadian women in the academy are re-conceptualizing and reconsidering their position as professionals. It examines central challenges associated with the lives of women scholars and higher education professionals, including their professional identity, institutional expectations, lessons learned throughout their career experiences in higher education, and navigating between multiple roles. In turn, the book highlights the importance of both formal and informal networks of support. Each contributing author presents authentic examples from her lived experiences as a woman in the academy, situating her personal narrative within previous research in the field. Taken together, the respective chapters equip readers with a deeper understanding of the experiences of women in the academic world. This book is inclusive in nature, showcasing experiences from women who are scholars, students and higher education professionals. The book makes a significant and unique contribution to the field of gender studies, with a focus on women negotiating life in the academic world and within the Canadian context. The evidence and

insights shared here will benefit all scholars in women's studies and comparative studies, as well as those considering a career in higher education.

Gender, Management and Leadership in Initial Teacher Education-Barbara Thompson

2016-10-26 This book highlights the difficulties that women working as managers and leaders in initial teacher education face. Teacher education is at the forefront of education reforms and yet little is known about the professional lives of those who work within it. Whereas many women are moving into positions of authority in teacher training, some existing women managers are being marginalized within new internally differentiated layers of managerial structures. Yet other female managers, mainly new appointees, seem to endorse the discourses associated with new managerialist practices. Simultaneously some women who manage in teacher training are engaged in a struggle for survival individually and professionally. In the main, men seem to be missing from authority positions and will conclude that, in the current climate, the management of teacher training is 'no job for a man'.

Junctures in Women's Leadership

Carmen Twillie Ambar 2020-09-17
Junctures in Women's Leadership: Higher Education illuminates the careers of twelve women leaders whose experiences reveal the complexities of contemporary academic leadership through the intersection of gender, race, and institutional culture. The chapters combine interviews and research to create distinct case studies

that identify the obstacles that challenged each woman's leadership, and the strategies deployed to bring about resolution. The research presented in this volume reveals not only theoretical factors of academic leadership, but also real time dynamics that give the reader deeper insights into the multiple stakeholders and situations that require nimble, relationship-based leadership, in addition to intellectual competency. With chapters written by many of today's leading women in higher education, this book brings into sharp focus the unique attributes of women leaders in the academy and adds a new dimension of analysis to the field of women's leadership studies. Women leaders interviewed in this volume include Bernice Sandler, Juliet Villarreal García, and Johnnetta Betsch Cole.

Alberta Journal of Educational Research- 2005

Second International Handbook of Educational Change-Andy Hargreaves
2010-08-13 The two volumes of the second edition of the International

Handbook of Educational Change comprise a totally new, and updated collection of the most critical and cutting-edge ideas in educational change. Written by the most influential thinkers in the field, these volumes cover educational change at both the theoretical and practical levels. The updated handbook remains connected to the classical concerns of the field, such as educational innovation, reform, and change management, and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform. Like the first best selling Handbook, this one will also undoubtedly become an essential resource for people involved in all spheres of education, from classroom teachers, teacher leaders and administrators to educational researchers, curriculum developers, and university professors. No other work provides such a wide-ranging and comprehensive examination of the field of educational change.

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