
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

Spencer J. Maxcy



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

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

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

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*

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

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 **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 **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 *Dewey's Democracy and Education Revisited* Patrick M. Jenlink,2009-04-16

Dewey's Democracy and Education Revisited focuses on democratic schools democratic education and the work of teacher

and leader practitioners in the new millennium taking into consideration the complex and dynamic nature of preparing leaders for changing roles in schools amidst the challenges of standards and accountability the No Child Left Behind Act licensure certification issues increasing diversity issues of social justice shifting demographics and the myriad of social issues that make democratic leadership necessary The 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 Jenlink takes the reader into a reflective and critical examination of Dewey s ideas on democratic education set forth in the classic philosophy text *Democracy and Education* Each chapter draws the reader into a discussion of the salient and relevant points Dewey argued and juxtaposes Dewey s points with the issues challenging educators today in particular focusing on the challenge of fostering democratic education and leadership for America s schools

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

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 *Thinking About Schools* Aimee Howley,Craig Howley,2012-11-12 As its title implies this book has a deceptively simple mission to prepare would be school leaders to draw upon a variety of theoretical perspectives when thinking about schools and schooling It shows how theories can function as cognitive tools to be mastered carefully stored in one s intellectual toolbox and used to interpret and resolve real world problems Beneath this goal lies the belief that the most effective leaders are those who are able to construct their own well grounded interpretations of events and their own responses to those events Key features of this exciting new text include the following Focus on Alternative Theories The functionalist theoretical views that have dominated administrator preparation programs for the last half century are reviewed early in the book and are shown to be inadequate to the task of understanding and coping with the complex realities of modern day schooling The remainder of the book presents alternative views of schooling that taken together can be thought of as a theoretical repertoire from which to construct interpretations and solutions to everyday real world problems Focus on Diversity Diversity is examined from a variety of viewpoints Chapter 6 looks at the cultural bases of leadership Chapter 7 at comparative and international contexts and Chapter 8 at gender and sexual orientation Illustrative Cases Each chapter contains a case with an embedded dilemma similar to those that real world administrators confront While illustrating the particular theoretical view presented in the chapter these cases are sufficiently complex that they lend themselves to interpretation by any of the other theories considered in the book This book is appropriate for graduate level courses with titles such as Organizational Theory Theory of School Leadership or Introduction to Educational Administration It might also be used as one of several texts in advanced courses on leadership theory

Skills for Successful 21st Century School Leaders John R. Hoyle,Fenwick W. English,Betty Steffy,1998-12 This resource is the most important book in years focusing on the preparation and development of school leaders Comprehensive in scope and extremely readable Skills for Successful 21st Century School Leaders provides a complete overview of the knowledge base and skills for successful school leaders The publication is based on the standards recently developed by the American Association of School Administrators AASA the Interstate School Leaders Licensure Consortium ISLLc the National Policy Board for Educational Administration NPBEA the National Council for Accreditation of Teacher Education NCATE and state education agencies *Organizational Communication* Michael J. Papa,Tom D. Daniels,Barry K. Spiker,2007-11-20 Communication in organizations has changed drastically since the release of the first edition of this bestselling textbook This fully revised and updated edition delves into state of the art studies providing fresh insights into the challenges that organizations face today Yet this foundational resource remains a cornerstone in the examination of classic research and theory in organization communication Beginning with an extended analysis from an organizational communication vantage

point of the Hurricane Katrina disaster this groundbreaking edition weaves recent and memorable case materials with up to date research and theory creating a meaningful and comprehensive view of organizational communication The authors take the unique path of describing and evaluating communication in organizations by focusing on three major perspectives for understanding organizations traditional interpretive and critical Because these perspectives differ in the ways that they study communication and in the assumptions that they make about the nature of organizations the authors are able to offer diverse insights into communication in organizations These three perspectives are used to examine communication functions and structure organizational culture information technology cultural control diversity and change new forms of organizing such as lattices and heterarchies group relations leader member relations power conflict and strategic communication and new millennium thinking about organizations Packed with current case studies and commentary Organizational Communication features an impressive range of contemporary global institutions such as General Motors Triyo Industries of Japan Enron Wal Mart Ben Jerry s The Carter Center s Peace Programs Canada s public health programs social change programs in rural India and more Important new topics in this edition include New Communication Structures Cultural Diversity and Empowerment Implications of Information Technology Affirmative Action and Supreme Court Cases Transformational Leadership New Millennium Trends Instructor s Resource CD Available An easy to follow instructor s manual on CD is available for qualified textbook adopters This valuable instrument includes PowerPoint presentations keyword definitions discussion and exam questions suggested activities sample syllabi recommended assignments hyperlinks to complementary Internet video and more

The Servant Joseph Nsiah, Keith Walker, 2013-02-11 There is a world wide thirst for authentic leaders who are somehow able to create school learning communities characterized by the purveyance of flourishing faith hope and love Servant leadership for Catholic school principals is considered one of the most meaningful and effectual callings imaginable Informed by conversations with six exemplary servant leaders this book explores the servant leadership vocation of Catholic school principals The culminating conceptual framework emphasizes the importance of personal identity and Faith formation as foundational to the exercise of authentic servant leadership As each Catholic school community lives out its unique features signature history a particular call to meet community needs and its leader shaped personality this book serves to remind educators to clarify and sharpen their service toward the common mission of Catholic schooling The relevance of servant leadership in the Catholic school principalship is demonstrated through the experiences insights narratives and expertise of the principals and then synthesized with conceptual reflections An underlying theme in this book is that the exercise of servant leadership provides hope for followers because of its exceptional interest in helping all constituents develop their own capacities capabilities and potentials such that each person becomes a servant leader

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