
Passionate Principalship

Learning from the life histories of
school leaders

Edited by Claran Sugrue



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Passionate Principalship Learning From The Life Histories Of School Leaders

Ciaran Sugrue



Passionate Principalship Learning From The Life Histories Of School Leaders:

Passionate Principalship Ciaran Sugrue, 2004-11-12 This book puts real life back into the literature on school principalship Through a life history approach it portrays daily life in schools as a much more messy contested and precarious existence where principals struggle with passionate commitment to find continuity amongst frequently changing and often conflicting policy initiatives The book draws on comprehensively in depth interview data with new experienced and veteran principals Their life stories illustrate the struggles involved in the ongoing negotiation of identities through unprecedented change The authors lucidly argue that The realities of principals lives are much more demanding than rational linear approaches to reform suggest A revolving door approach to the appointment of principals is inadequate Passion is central to the lives and work of principals but this passion needs to be rejuvenated and rekindled through opportunities for learning There is a need for further research on the relationship between the lifecycles of principals the leadership legacies of school communities and the cycles of mandated reforms as a means of lending coherence to leadership learning and sustained and renewed leaders This is essential reading for principals and their professional bodies academics and researchers school leaders on leadership courses internationally *Passionate Principalship* Ciaran Sugrue, 2005 This is a no holds barred account of school leaders lives and work as they juggle with competing and often conflicting policy initiatives

Deciphering Chinese School Leadership Allan Walker, Haiyan Qian, 2017-10-23 With existing educational leadership models and theories being predominantly western influenced this book aims to provide more insight into school leadership in China It pioneers building research and practice informed knowledge and unravels the complexities that characterize the scholarship context and practices of school leadership School leadership in China is presented through four sub purposes investigating how Chinese school leadership is conceptualized in the international and Chinese literature exploring the shifting context within which Chinese school leaders enact their leadership and examining key policies that have shaped the practice of leader development extending the understandings about the complexities of work lives of Chinese school leaders and further locating indigenous understandings of Chinese school leadership in the political and socio cultural context of contemporary China and the theoretical and conceptual context of international school leadership This text will be particularly useful to international education researchers with focus on educational leadership comparative education education policy and education in China *A Passion for Teaching* Christopher Day, 2004-04 This book concentrates on the heart of teaching teachers moral purposes the nature of care emotional commitment and motivation celebrating and acknowledging the best teaching and the best teachers An Intellectual History of School Leadership Practice and Research Helen M. Gunter, 2016-01-28 *An Intellectual History of School Leadership Practice and Research* presents a detailed and critical account of the ideas that underpin the practice of educational leadership through drawing on over 20 years of research into those who generate popularise and use those ideas It moves from abstracted accounts of knowledge

claims based on studying field outputs towards the biographies and practices of those actively involved in the production and use of field knowledge The book presents a critical account of the ideas underpinning educational leadership and engages with those ideas by examining the origins development and use of conceptual frameworks and models of best practice It deploys an original approach to the design and composition of an intellectual history and as such it speaks to a wider audience of scholars who are interested in developing and deploying such approaches in their particular fields

Unmasking School Leadership Ciaran Sugrue, 2014-10-06 This book is a longitudinal life history of the lives and work of primary school principals in Ireland It provides a unique opportunity to peer inside the realities of leading schools in changing times In a system that until recently did not prepare principals for the onerous roles and responsibilities a small system with limited mobility inter personal relationships emerge as critical frequently privileged over professional relationships Consequently principals struggle to bring about change to build trust in order to cultivate a transformative leadership agenda while several aspects of systemic structures and processes emerge as constraints on leadership capacity building In the absence of comprehensive leadership portfolio development classroom teachers catapulted into the principal's office tend to be cautious and careful in ways that tend to perpetuate the status quo while putting a premium on the exercise of soft power and an over reliance on the good will of colleagues Several of the leadership lessons that emerge from this in depth analysis concur with an increasing international consensus that due to complexity and increasingly performative policy demands learning about leadership for all is an absolute necessity However care must be taken to avoid overly scripted programmes Critical to the cultivation of a professionally responsible leadership disposition rather than capitulation to technologies of control is professional renewal cultivated through adequate attention to the Zone of Proximal Distance

The School Leader's Guide to Learner-Centered Education Barbara L. McCombs, Lynda Miller, 2009 The time is right and the need is profound for learner centered practices in schools McCombs and Miller describe the tools available and how a school can use them to make substantial changes that increase student performance Jean W Pierce Professor of Educational Psychology Northern Illinois University A new leadership paradigm for increasing collaboration and boosting achievement In today's educational environment school leaders must find new ways to create a positive school climate for staff and students while helping them meet rigorous testing and accountability requirements The School Leader's Guide to Learner Centered Education introduces a transformative leadership model for creating and sustaining a learner centered school environment Using core principles of educational psychology the authors examine how educators can support student growth development and achievement by focusing on key factors such as cognition metacognition motivation affect and individual differences Numerous reflective exercises assessment tools and real life success stories help readers Provide moral leadership for creating school change Incorporate learning standards without sacrificing student engagement Form learner centered support groups that utilize networking and technology Prepare students for the challenges of global citizenship Promote

success for diverse populations and marginalized groups Designed to meet the needs of a rapidly evolving world this new leadership paradigm provides school principals superintendents and district leaders with the means to engage all members of the educational community in a lifelong process of growth improvement and empowerment

Handbook of Ethical Educational Leadership Christopher M. Branson, Steven Jay Gross, 2014-05-09 The Handbook of Ethical Educational Leadership brings together an array of key authors to provide comprehensive coverage of the field of ethical educational leadership This important volume describes contemporary educational issues that necessitate the practice of ethical leadership reviews current theory and research informed practices and also explores a coherent framework for how ethical educational leadership can be achieved With chapters from leading authors and researchers from around the world each author contributes to a discussion of current thinking and an analysis of the field of ethical educational leadership Coverage includes professionalism educational purpose social justice multiculturalism sustainability empathy and caring organizational culture moral development motivation integrity values and decision making Providing practical philosophical and experiential insights into the field The Handbook of Ethical Educational Leadership is an essential resource for the study of ethical leadership

School Leadership in Diverse Contexts Simon Clarke, Tom O'Donoghue, 2015-11-06 School Leadership in Diverse Contexts demonstrates the centrality of context to understanding school leadership It offers varied portrayals of leadership in a diverse range of distinct settings Each chapter highlights the prominence of context in understanding the realities of school leadership focusing on issues and influences that school leaders face strategies school leaders adopt to deal with the complexities of their work and conceptualisations of school leadership relevant to the context An impressive array of international experts examine this neglected area of research by considering school leadership in nine heterogeneous contexts providing rich and varied portrayals of school leadership and suggesting ways in which the leadership may be enhanced School Leadership in Diverse Contexts is an ideal book for undergraduate and postgraduate students particularly those studying units in educational leadership comparative education and educational policy Similarly undergraduate and postgraduate students engaged with development studies history sociology law human geography will be attracted to this text

International Handbook on the Preparation and Development of School Leaders Jacky Lumby, Gary M. Crow, Petros Pashiardis, 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

A Decade of Research on School Principals Helene Årlestig, Christopher Day, Olof Johansson, 2015-11-13 This book provides a unique map of the focus and directions of contemporary research on school leadership since 2000 in 24 countries Each of these directions has its own particular cultural educational and policy history Taken together the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals and their contributions to the improvement of teaching and the learning and achievement of students The particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country This collection is an important addition to existing international research that has shown beyond any reasonable doubt that the influence of school principals is second only to that of teachers in their capacity to impact students progress and achievement and to promote equity and social justice

Handbook of Urban Education H. Richard Milner IV, Kofi Lomotey, 2013-11-20 This volume brings together leading scholars in urban education to focus on inner city matters specifically as they relate to educational research theory policy and practice Each chapter provides perspectives on the history and evolving nature of urban education the current education landscape and helps chart an all important direction for future work and needs The Handbook addresses seven areas that capture the breadth and depth of available knowledge in urban education 1 Psychology Health and Human Development 2 Sociological Perspectives 3 Families and Communities 4 Teacher Education and Special Education 5 Leadership Administration and Leaders 6 Curriculum Instruction and 7 Policy and Reform

Leading in Change Valerie A. Storey, 2019-03-01 Leading in Change Implications for School Leadership Preparation in England and the United States considers the ways in which school leadership and its preparation has changed and developed in response to a rapidly changing educational scenario over the past decade Drawing together leading thinkers researchers and practitioners in the field of school leadership and management this text takes an international perspective to consider what we know about school diversification and school leadership preparation Theoretically and conceptually informed the contributors draw on recent empirical research studies and practitioner experience into school leadership preparation to examine how neoliberal and neoconservative policies are working in unison to privatize and corporatize public schools It looks at how these policies have impacted the preparation of school leaders In addition to information critique and analysis multiple perspectives are provided that readers can draw upon to ensure aspiring school leaders are successfully prepared to lead in a diversified and corporate school context The book is divided into three sections In the first section key topics covered include Relationship between school corporatization and leadership preparation in England and the United States Comparative analysis of US charter schools and UK academy trusts Section

two is focused on England Key topics covered include System leadership and governance in networked systems Role of a specialist leader Role of social capital in the leadership of academy and free schools Building leadership capacity Women s leadership preparation in the independent sector Section three is focused on the United States Key topics covered include Overview of current education reform issues and challenges for school leadership Historical analysis of standards for educational leadership preparation programs Preparing charter school leaders emerging challenges and opportunities Role of a growth mindset in principal preparation programs School leadership preparation and development in one state Leading in Change Implications for School Leadership Preparation in England and the United States is essential reading for those who work study or research in k 12 school reform Contributors examine the current research and best practices on present school leadership preparation programs in England and the US adding to the discourse on effective training methods for 21st century school leaders Given the crucial importance of leadership for effective school performance a number of strategies are proposed by chapter authors to help future school leaders operate successfully in demanding and changing times

Successful Principal Leadership in Times of Change Christopher Day,Kenneth Leithwood,2007-05-05 This book contributes significantly to our understanding of successful school leaders by describing similarities and differences in the work of such leaders in countries ranging from England to Australia the United States to Norway and Sweden to Hong Kong Bringing together case study research the book helps explain what all successful principals do and the ways in which context shapes some of their work *The Cultural and Social Foundations of Educational Leadership* Romuald Normand,Lejf Moos,Min Liu,Pierre Tulowitzki,2021-07-12 This book identifies the cultural and moral foundations of country specific educational governance and school leadership and presents the principles of justice and the diversity of common goods that guide leadership practices in schools It contributes to an existing research field that studies diversity and ethical leadership in schools The social dimension of school leadership is not limited to issues related to equality and equity or social inclusion The capacity of leaders to promote civic mindedness and social cooperation consensus and acceptance of others the right balance between freedom and duties and reciprocity of obligations are essential to maintain democratic rights and facilitate the life together while respecting ethnic and cultural differences Therefore the book gathers contributions from a range of international authors capable of reporting these moral and cultural features while broadening the research perspectives on school leadership Routledge Handbook of Sports Coaching Paul Potrac,Wade Gilbert,Jim Denison,2013-03-05 Over the last three decades sports coaching has evolved from a set of customary practices based largely on tradition and routine into a sophisticated reflective and multi disciplinary profession In parallel with this coach education and coaching studies within higher education have developed into a coherent and substantial field of scholarly enquiry with a rich and sophisticated research literature The Routledge Handbook of Sports Coaching is the first book to survey the full depth and breadth of contemporary coaching studies mapping the existing disciplinary territory and opening up important new areas of research

Bringing together many of the world's leading coaching scholars and practitioners working across the full range of psychological, social and pedagogical perspectives, the book helps to develop an understanding of sports coaching that reflects its complex, dynamic and messy reality. With more importance than ever before being attached to the role of the coach in developing and shaping the sporting experience for participants at all levels of sport, this book makes an important contribution to the professionalization of coaching and the development of coaching theory. It is important reading for all students, researchers and policy makers with an interest in this young and flourishing area.

Principles of Educational Leadership & Management Tony Bush, Les Bell, David Middlewood, 2019-04-08 This new edition brings together leading authorities from across the globe to provide a truly international perspective into educational leadership and management in school and post-school sectors. Covering both developed and developing countries, it is underpinned by a substantially updated analysis of theory, research, policy and practice. Key topics include: How leadership and management differ in education; An overview of key models of educational leadership; The relationship between leadership capabilities and enhanced student outcomes; Leading for diversity and inclusion; and the policy and practice challenges that follow leadership for social justice. This is essential reading for anyone taking courses in educational leadership and management at postgraduate level or as professional development and for current and aspiring educational leaders seeking to enhance their practice.

Practice Methodologies in Education Research Julianne Lynch, Julie Rowlands, Trevor Gale, Stephen Parker, 2019-10-08 Practice Methodologies in Education Research offers a fresh approach to researching practice in education. Addressing a major gap in research methodology scholarship, it highlights how integral practice theory is to the transformational agendas of education research, introducing a theory of activist practice methodologies informed by expansive theories of practice. With contributions from leading education researchers drawn from across the world, the book confronts onto epistemological dilemmas for doing research that arise from taking practice theory seriously, including the theories of Bourdieu, de Certeau, Deleuze, Haraway, Latour, Taylor and Vygotsky. A defining feature of the chapters is their activist axiologies and their experimental approach to researching practice in education in fields as diverse as educational leadership, schooling, higher education, adult and workplace education and training, professional practice and informal learning. Practice Methodologies in Education is essential reading for education academics and postgraduates engaged in critical research using practice theory.

Publishing and the Academic World Ciaran Sugrue, Sefika Mertkan, 2016-05-20 Within the Academy itself, a changing and increasingly entrepreneurial entity, publishing is no longer an option; it is the universal currency that secures a position, tenure and promotion; it is key to academic life. Providing a panoramic picture of the changing publishing climate, Academic Life and the Publishing Landscape will empower scholars by enabling them to navigate this changing terrain more successfully. This book provides guidance from a range of contributors who use their own wide expertise in writing and publication to document the challenges faced by scholars at different career stages and in

different locations It covers a wide range of debates on publishing spilt into the following three sections Mapping the Publication Landscape Writing for Publication Learning from Successful Voices Further Challenges and Possibilities With topics ranging from the process of preparing manuscripts for publication including chapters on calculating journal rankings and understanding the Peer Review process through to chapters on speaking to international audiences and writing for elite international journals this book offers a unique perspective on how the changing nature of publishing works This will be a useful guide for scholars across the globe looking to enhance their publication performance and those questioning what needs to be done in order to understand navigate and to re position one s self and institution in this increasingly significant and rapidly altering terrain Ciaran Sugrue is Professor of Education University College Dublin Ireland and has been Head of School from 2011-14 Sefika Mertkan is an Assistant Professor of Educational Leadership and Management at Eastern Mediterranean University

Quality and Change in Teacher Education John Chi-kin Lee, Christopher Day, 2016-02-25 How teachers may be better educated for a changing global world is a challenge that faces many systems of education worldwide This book addresses key issues of quality and change in teacher education in the context of the new public management achievement agendas which are permeating teacher education structures cultures and programmes and the work of teacher educators internationally Graduate schools of education in the United States and the UK for example are making fundamental changes in the structures courses programs and faculties that prepare beginning teachers each year Drawing upon examples from the United States United Kingdom China Hong Kong Australia and elsewhere its authors provide a unique critical overview of emerging themes and challenges of raising the quality of teaching and the quality of student learning outcomes They suggest possible ways forward for teachers teacher educators researchers and policy makers as they seek to raise the quality of teaching and student outcomes whilst sustaining their moral purposes and values of equity inclusion and social justice Taken together the chapters contain informed critical discussions of normal education and teacher education of professional standards 4-2-1 post degree training PGDE versus BEd integration of subject specializations and professional education Each one provides new visions of the teacher as a professional and to cultivate high quality teachers in the West and the Greater China region For all those interested in issues of quality change and forward movement in teacher education in contexts of policy led reform this is a must read

The Enigmatic Realm of **Passionate Principalship Learning From The Life Histories Of School Leaders**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Passionate Principalship Learning From The Life Histories Of School Leaders** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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Passionate Principalship Learning From The Life Histories Of School Leaders Introduction

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