Case Studies For Educational Leadership Solving

Predictive Models for School Leadership and Practices
School Leadership & Administration Case Studies on Educational Administration
Improving School Leadership, Volume 2
Case Studies on System Leadership
Case Study Methodology in Higher Education
The Practice of Leadership in Higher Education
Case Studies in Leadership and Adult Development
Leadership Case Studies in Education
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The Power of Responsive Educational Leadership
A Decade of Research on School Principals
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School Leadership

Assuming the Mantle of Leadership is a book of real-life case studies and activities that are contextual-based within the reader’s own setting and experience. The reader is expected to respond to the cases and the activities by utilizing and reflecting upon their own institution’s policies and context. The scope of exercises is intentionally broad in order to cover situations across academic affairs, student affairs, and enrollment management.

There has been a resurgence of interest in training programmes for higher education leaders and management (HELM) at African universities in recent times. Although there have been a few cases of evaluation studies of such programmes in Africa, a more systematic review of the lessons learnt through these programmes has not been done. This book aims to document and reflect on the learnings from intervention programmes at three African higher education councils. It is clear that university leaders face many leadership and management challenges. This is the starting point of the book.

Understanding Decision-Making in Educational Contexts presents ‘problem cases’ confronting school leaders in real settings, and illustrates the multiple approaches that school leaders draw upon to navigate complex and challenging decision-making contexts.

This book explores what specialists are saying about system leadership for school improvement. Case studies examine innovative approaches to sharing leadership and to leadership development programmes for system improvement.

In our increasingly complex world, the turbulent forces affecting educators have become vastly more dynamic, creating complex challenges but, perhaps paradoxically, also unique opportunities. Reframing how to understand the drivers of turbulence, Applying Turbulence Theory to Educational Leadership in Challenging Times provides aspiring and practicing educational leaders with the theory and tools for understanding Turbulence Theory and its application to school contexts. Renowned author Steven Jay Gross explores how you can apply turbulence theory to respond to critical incidents, as well as how to address the tensions across various stakeholders, including the central office, principals, teachers, students, families, and communities. With over 20 innovative, case-based examples and discussion questions, this book explores how turbulence can be leveraged or minimized to increase creative opportunity and address dilemmas in schools.

Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibly written cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. This revised edition adds ten new cases to offer greater coverage of elementary education, as well as topics such as body-shaming, Black Lives Matter, and transgender oppression. Existing cases have been updated to reflect new societal contexts, and streamlined for ease-of-use. The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity.
concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersections of these issues are stressed throughout the cases, reflecting the complexities of real-life scenarios. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called ‘Points for Consideration.’ This unique feature provides valuable insight for understanding the complexities of each case.

This practice-orientated book explores the nature of leadership in higher education during three key stages of the leadership cycle: becoming, being, and leaving leadership. Providing perspectives on leadership from a range of professional sectors, this book presents considered views on contemporary and future leadership practices in higher education from a global network of contributors. Included within each chapter are prominent questions designed to engage the reader to think about their own leadership experiences to date and leadership development needs. Key points covered include: the complexities of leadership in higher education in a changing world discussion of internally resourced leadership development frameworks and programmes currently used across the sector leading complex education systems perspectives on leadership from a range of professional sectors such as corporate, military, elite sport, and public, that can be used to improve the quality of higher education leadership case studies of academics’ leadership practices that provide readers with authentic personal insights into discipline-specific leadership experiences from around the world. Full of practical examples of personal leadership experiences which can be used to help inform readers’ leadership aspirations, development, and legacy planning, this is the ideal read for anyone interested in understanding their identity and practice as a leader in higher education.

Our fourth book in the International Research on School Leadership series focuses on school leadership in an era of high stakes accountability. Fueled by sweeping federal education accountability reforms, such as the United States’ No Child Left Behind (NCLB) and Race to the Top (RTT) and Australia’s Performance Measurement and Reporting Taskforce, school systems around the world are being forced to increase academic standards, participate in high-stakes testing, and raise evaluation standards for teachers and principals. These results-driven reforms are intended to hold educators “accountable for student learning and accountable to the public” (Anderson, 2005, p. 2, emphasis in original). While policymakers and the public debate the merits of student achievement accountability measures, P-12 educational leaders do not have the luxury to wait for clear guidance and resources to improve their schools and operating systems. Instead, successful leaders must balance the need to create learning communities, manage the organizational climate, and encourage community involvement with the consequences testing has on teacher morale and public scrutiny. The chapters in this volume clearly indicate that as school leaders attend to these potentially competing forces, this affects their problem-solving strategies, ability to facilitate change, and encourage community involvement. We were delighted with the responses from colleagues around the world who were eager to share their research dealing with how leaders are functioning effectively within a high-accountability environment. The nine chapters in this volume provide empirical evidence of the strategies school leaders use to cope with problems and negotiate external demands while improving student performance. In particular, the voices and actions of principals, superintendents, and school board members are captured in a blend of quantitative and qualitative studies. The breadth of studies is impressive, ranging from case studies of individual principals to cross-district comparisons to national data from the National Center for Education Statistics. To highlight important findings, we have organized the book into five sections. The first section (Chapters 2, 3, and 4) highlights the problem-solving strategies used by principals and superintendents when pressured to turn around low-performing schools. In the second section (Chapters 5 and 6), attention is devoted to ways in which school leaders act as “buffers” by reducing the impact of external demands within their local school contexts. Next, Chapters 7 and 8 explore creative ways in which financial analyses can be used to assess the cost effectiveness of programs and services. Chapters 9 and 10 examine how principals enact their instructional leadership roles in managing curriculum reforms and evaluating teachers. Finally, in the last section (Chapter 11), Kenneth Leithwood synthesizes the major themes and ideas emerging across these chapters, paying particular attention to practical issues influencing school leaders in this era of school reform and accountability as well as promising areas for future research.

Educational Leadership, Management, and Administration through Actor-Network Theory presents how actor-network theory (ANT) and the related vocabularies have much to offer to a critical re-imagination of the dynamics of management in education and educational leadership. It extends the growing contemporary perspective of ANT into the study of educational administration and management. This book draws on case studies focusing on new configurations of educational management and leadership. It presents new developments of ANT (“After ANT” and “Near ANT”) and clarifies how these “sensibilities” can contribute to thinking critically and intervening in the current dynamics of education. The book proposes that ANT can offer an ecological understanding of educational leadership which is helpful in abandoning the narrow humanistic world of managerialism, considering a post-anthropocentric scenario where it is necessary to compose together new “livable” assemblages of humans and nonhumans. This book will be of great interest to academics, scholars and post-graduate students in the fields of educational management, leadership and administration, as well as education policy. It will also be highly relevant to policy makers and experts of education policy at the national, European and international levels.

Parents, lawmakers, supervisors, and unions are among the many constituencies that demand influence, if not control, of the educational process. How does the school administrator balance all the needs of the various groups and still remain true to the ultimate, though most powerless constituency: the students? Through case studies and anecdotes based on real-life
experiences, the authors share the ups and downs of the educational world, seeking to find the balance that is most effective in ensuring success. School Leadership: Case Studies Solving School Problems details decision making and actions taken that dramatically affect the success of students and schools as well as school systems. This second edition continues and improves on the first edition with a series of new and timely school leadership case studies that require the reader to reflect on the variety of issues that cross the principal's desk every day. The reader will find the case studies and anecdotes highly absorbing. They are so real, fraught with complexity, and will require the reader to use a sophisticated decision-making process.

What kind of leadership makes learning possible for all students? How can school leaders help teachers increase their knowledge and improve their instructional abilities? What actions should leaders take to ensure that learning occurs? In Connecting Leadership with Learning: A Framework for Reflection, Planning, and Action, Michael A. Copland and Michael S. Knapp give educational leaders a new way to answer these questions and find solutions perfect for their particular school environment. Copland and Knapp assert that far too many educational leaders are struggling with outdated curricula, demands that don't align with their school or district goals, and professional meetings that are high on complaints but low on solutions. Instead of prescribing a linear or rigid approach, the authors encourage educators to be attentive and tune into their leadership actions by using the Leading for Learning Framework. The framework provides different vantage points to help leaders reflect on their strengths and weaknesses, plan for improvement, and take actions to foster learning for students, teachers and professionals, and school and district leaders. The Leading for Learning Framework will empower leaders to "Establish a focus on equitable learning "Build professional communities "Engage communities and external partnerships "Act strategically and share leadership "Create coherence in their leadership actions The book includes extended case studies, descriptions of 23 different leadership "pathways," and many examples from schools and districts that show the Leading for Learning Framework in action. There is no magic formula for great school leadership, but Copland and Knapp conclude that magic can happen when leaders reframe their efforts to focus more clearly on learning.

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. A collection of case studies for prospective school administrators that emphasizes problem solving, decision-making, and effective management. Based on the conviction that effective practice in school administration requires both leadership and management, this text provides a mix of problems that require administrative decisions as presented in 24 open-ended case studies. In today's reform-minded, information-based society, practitioners must be able to frame problems correctly and then make effective decisions to ameliorate them. As leaders, district and school-level administrators are expected to focus on what should be done to improve schools; as managers, they are expected to focus on how to do things successfully. The cases in this book are designed to make students think about common problems of practice by encouraging them to bridge theory and practice. Each case provides an active form of learning, allowing students to demonstrate their ability to apply knowledge to common problem situations.

Case Studies in 21st Century School Administration: Addressing Challenges for Educational Leadership presents real problems that confront today's school leaders who must deal with issues of diversity, school improvement, and limited resources. Authors David L. Gray and Agnes E. Smith give prospective school leaders opportunities to resolve complex issues in K-12 school settings through reflective questions, activities, and authentic assessment tools for skill development.

The Power of Responsive Educational Leadership examines how educational leaders might respond to global challenges such as the environment, technology, inequity, the health crisis, and the stability of democracy. It draws on models of educational leadership and development projects from around the world to explore how leaders might use the curriculum and teaching to help move their communities, regions, and countries in positive directions. The authors argue that educational leadership needs to move away from authoritarian or transactional bureaucracy and toward leadership in a participatory mode that feels responsible for the children and adults in their institution and responsible for the society they all inhabit. The Power of Responsive Educational Leadership: Offers a comprehensive exploration of the multifaceted nature of leadership for learning Charts the key thinking and practices that engage with the principles of leadership for learning and the implications these have Provides a variety of fresh perspectives on the connections between education, schooling, and leadership Includes a range of internationally diverse case studies and vignettes This comprehensive guide invites readers to engage in thinking about new directions for education today. The book will be a useful starting point for individuals who choose to engage in discussions and deliberations around what it means to be responsive. It will be invaluable for those who are working as principals and teachers or participating in education leadership development programs around the world and hope to work in various roles.

Case Studies for Educational Leadership gives educational leadership students an opportunity to project themselves into real-life administrative situations and prepare for their future positions in the field. Each case study contained in this practical first edition book asks students to analyze complex problems, consider the moral ramifications of their approach, think on their feet, and ultimately solve the issue at hand. Appropriate as a supplemental text or a main text to a range of educational leadership courses, this text thoroughly presents the key areas of educational leadership, including instructional leadership; ethics and management; organization and development of curriculum and its alignment with instruction with assessment; supervision of personnel; school community relations and strategic planning; and diversity issues in educational leadership. Features "Here's What Happened" features following each case study share the true-life story of a real school administrator and prepare readers for realistic situations. "Ethical consideration" components within each case study encourage students to reflect upon different approaches to solving the case studies, as well as the possible moral ramifications of each decision. Covers multiple administrative positions, such as department
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This book serves as an instructional tool for development of skills related to the organizational leadership of adults. The text offers teaching cases that explicitly partner the leadership and adult development literature bases so readers can work to apply leadership for adult development to real-world scenarios. Case Studies in Leadership and Adult Development: Applying Theoretical Perspectives to Real World Challenges consists of 19 chapters, organized into three parts. Part I includes four chapters drawn from business and industry leaders' experiences encompassing cases from nonprofit, for-profit, and non-governmental agencies. Part II delves into three chapters that focus on the challenges of leading through crisis, including how the Coronavirus pandemic shapes decision making and impacts leadership in both K-12 and higher education environments. Part III offers a comprehensive view of education through 12 chapters, four of which are drawn from higher education settings. Part III's balance includes cases from elementary, middle, and secondary schools and district-level leadership. Written for graduate level courses in adult education, each case focuses on at least one major theory from both the leadership and adult development domains. Including questions for discussion and reflection, the book allows students to explore the linkages between leadership theories and adult development theories within the context of real-world scenarios.

Current Issues and Trends in Education synthesizes political, theoretical, social, and practical topics in a 21st Century context and addresses multicultural education, technology, and gender issues. This text is accessible enough to be used in an introductory education class and yet sophisticated enough to serve as a graduate textbook. It is comprehensive in dealing with issues facing educators today, such as demographics, changing perceptions and research in human development and learning, and education in nontraditional settings. NEW to this Edition: New chapter (6) on assessment includes discussion of questionable testing practices. New chapter (7) reflects current events such as the impact of No Child Left Behind, including Highly Qualified Teachers, PRAXIS and teacher testing. Chapter on developmentally appropriate practice (8) has been updated and expanded to include best practice guidelines for a wider age range of students. Discusses the pros and cons of technology as it relates to education, including topics ranging from assistive technology to Internet abuse and iPod mania. Addresses teachers', students', and parents' rights and responsibilities, including attitudes and dispositions, effective communication, and active participation versus passive/victim mentality. Provides new ways of looking at the organization of schools, including the pros and cons of various issues related to teacher education. Covers current theories related to education, including change theory and attribution theory. Package this text with [Insert MyLabSchool Logo] - a powerful set of online tools that bring the classroom to life! Visit www.mylabschool.com for more information!

A successful administrator is one who applies suitable or appropriate leadership styles in various situations or contexts. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times, as well as promote the accomplishments of their organization. Predictive Models for School Leadership and Practices is an essential reference source that discusses academic administration as well as administrative effectiveness in achieving organizational goals. Featuring research on topics such as teacher collaboration, school crisis management, and ITC integration, this book is ideally designed for principals, researchers, academics, educational policymakers, and teachers seeking coverage on academic leadership and leadership models.

Designed to help users analyze the processes by which decisions are made, focus on legal, ethical and career-altering issues, and sharpen their own decision-making skills, this casebook explores the problems confronting school administrators at all levels and in a variety of settings. The cases and a variety of pre- and post-case questions and activities encourage readers to examine their own assumptions, beliefs, values, and administrative style. The cases are based on situations which have confronted administrators in real settings and examine issues from several levels of administration — elementary school, middle school, high school, and the central office. Cases cover a wide, current, and varied array of problems — with an emphasis on case studies of non-dramatic, typical, and daily concerns and problems, as well as some more complex and high-profile scenarios. For educational administrators.

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.

Educational Leadership in Action provides 24 complex, real-life, accessible cases to provoke and stimulate conversation around practical problems that confront educational leaders today. Written by a diverse group of educators, these cases cover a wide range of topics, including: teacher evaluations, educational reforms, contract negotiations, school safety, cultural
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differences, undocumented students, and social media. To foster additional meaningful discussion and debate, this resource includes responses to each of the cases, written by a range of experts. The organization and unique approach of Educational Leadership in Action allows for flexible use in courses for aspiring leaders to supplement core readings, reinforce central concepts, exemplify theory, and provide grounded examples to encourage learning. This essential compendium of cases and responses prepares future leaders to frame problems, identify solutions, and develop strategies to meet the multiple challenges and competing demands in rapidly changing education contexts.

Bringing Bourdieu to the study of Education Management, Leadership and Administration assumes a normative opposition to a meritocratic view of education. Through a lifetime’s explication of the ways in which schooling both produces and reproduces the status quo, Bourdieu offers a powerful critique and method of analysis of the history of schooling and of contemporary educational policies and trends. This volume will explain each of the key terms in Bourdieu’s thinking tool kit, showing how the tripartite concepts of field, habitus and capitals offer a way through which to understand the interaction of structure and agency and the limits on the freedom of an individual - in this case educational leaders - to act. It will provide a range of exemplars of the application of these tools to questions of concern to the scholars in the field of educational leadership, and of interest to those whose primary focus is the utility of Bourdieu’s social theory.

This book prepares current and future educational leaders to adapt to the changing terrain of U.S. demographics, education, and immigration policy. Educational Leadership of Immigrants highlights the educational practices and discourses around immigration that intersect with policies and laws, in order to support K-12 students’ educational access and families’ participation in schooling. Drawing primarily on research from the fields of educational leadership and educational policy, this book employs a case study approach to address immigration in public schools and communities; school leaders’ responses to ethical dilemmas; the impact of immigration policy on undocumented students; and the varying cultural, sociopolitical, legal and economic contexts affecting students’ educational circumstances. Special features include: • case narratives drawn from real-life experiences to support the educational needs of immigrant students; • teaching activities and reflective discussion questions pertaining to each case study to crystallize leaders’ knowledge and facilitate their comfort levels in practice; • discussions of current challenges in education facing immigrant students, their families, educators, and school leaders, especially with changing immigration law.

Co-published with University Council for Educational Administration (UCEA), this textbook prepares aspiring educational leaders for the important and challenging task of supporting instruction in their schools. Instructional Leadership in the Content Areas equips leaders—who might not have content backgrounds that align with those of the teachers they supervise—with research-based practices and knowledge specific to a range of subject areas. Presenting over 20 problems-based cases at the elementary, middle, and high school levels and across seven areas of content, this book deepens knowledge of exemplary instruction, improves feedback dialogues, and helps leaders work effectively alongside teachers and instructional specialists. Rich with activities, resources, and discussion questions, this casebook provides a broad overview of instructional leadership and the tools for school leaders to improve and support classroom practices across all content areas in intentional ways that support career-long professional growth. Case facilitation notes are available here: www.routledge.com/978138578845

This powerful third edition offers fresh approaches that enable school leaders to engage in effective interactions with students, educators, and the communities they serve.

“This is a must-have book for educational leadership,” –Joseph Mukuni, Virginia Tech University Engaging, practical, and relevant, Leadership Case Studies in Education, Second Edition applies leadership theories in educational settings. Designed to be used alongside Leadership: Theory and Practice, Eighth Edition, this casebook provides relevant, substantive, and contemporary case studies on leadership issues in Higher Education and K-12 Education. Each of the 32 case studies include critical thinking questions that encourage students to apply leadership theory and concepts to real-life situations. Fully updated with new citations, statistics, and a new chapter on followership, Leadership Case Studies in Education is the perfect companion for educational leadership courses. Bundle with Northouse’s Leadership: Theory and Practice, Eighth Edition ISBN: 978-1-5443-3018-1

This book of case studies is designed to serve as a resource guide to help higher education students apply high-level leadership and management theories to practice, and to allow them to actively engage in working through diverse institutional issues within assorted institutional contexts. Though this collection of cases was initially created to facilitate the application of theory to practice in small group discussions, individual cases can be easily utilized for more formalized written responses. The cases have been thematically organized within the following broad leadership and management categories: 1) leadership issues; 2) addressing mental health issues; 3) moments of crisis and campus safety; 4) technology in academia; 5) academic freedom; 6) campus diversity; 7) strategic planning and staffing issues; 8) working with student organizations; and 9) policy issues and fiscal tensions.

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
A Case Study Approach to Educational Leadership takes on six core areas of school leadership—organizational vision; curriculum, instruction, and assessment; school and external community; school climate and culture; equity; and improvement, innovation, and reform. Using a case learning approach, this volume introduces salient theoretical and empirical literature in each core area and provides illustrative cases designed for individual and group analysis. Written for aspiring educational leaders, this book facilitates the discussion and reflection of individual and collective professional judgment and helps developing leaders make sense of the challenges school leaders face today. Discussion Questions foster reflection of content and practical applications. Featured Cases direct readers toward the issues of practice embedded within the theoretical content area. Leadership Activities and Web-Based Resources support leaders in making further connections to practice. Linkage to relevant Professional Standards for Educational Leaders (PSEL) standards ground each chapter in the latest guidelines for the field.

Special Features.

The introduction of educational markets into public and higher education in many countries has led to competitive environments for schools and higher education institutions. This book presents the works of leading scholars and researchers in the field of educational marketing who handle issues of student retention.

Preparing Principals for a Changing World provides a hands-on resource for creating and implementing effective policies and programs for developing expert school leaders. Written by acclaimed author and educator Linda Darling-Hammond and experts Debra Meyerson, Michelle LaPointe, and Margaret Terry Orr, this important book examines the characteristics of successful educational leadership programs and offers concrete recommendations to improve programs nationwide. In a study funded by the Wallace Foundation, Darling-Hammond and the team examined eight exemplary principal development programs, as well as state policies and principals’ experiences across the country. Using the data from the study, they reveal how successful programs are structured, the skills and knowledge participants gain, and what they are able to do in practice as school leaders as a result. What do these exemplary programs have in common? Aggressive recruitment; close ties with schools in the community; on-the-ground training under the wing of expert principals, and a strong emphasis on the cutting-edge theories of instructional and transformational leadership. In addition to highlighting the programs’ similarities, the study also explains the differences among the programs and sheds light on the effectiveness of approaches and models from different states and contexts?East, West, North, and South; urban and rural; pre-service and in-service. The authors analyze program outcomes for principals and their schools, including illustrative case studies and educators’ voices on the influence of programs’ strategies for recruitment, internships, mentoring, and coursework. The ideas and suggestions outlined in Preparing Principals for a Changing World are presented with the goal of increasing the number of highly qualified, thoughtful, and innovative educational leaders.

In higher education, case studies can be utilized to have students put themselves into problems faced by a protagonist and, by doing so, address academic or career-related issues. Working through these issues provides students with an opportunity to gain applied perspective and experiences. Professors in higher education who choose this method of teaching require navigational tools to ensure that students achieve stated learning objectives. Case Study Methodology in Higher Education is an essential research publication that focuses on the history and theories relating to case study methodology including techniques for writing case studies and utilizing them in university settings to prepare students for real-life career-related scenarios. This publication features a wide range of topics such as educational leadership, case writing, and teacher education. It is essential for educators, career professionals, higher education faculty, researchers, and students.

"Educational researchers, leaders, and practitioners are seeing the increasing need for practical transformative models and theories to address academic, cultural, and socio-economic gaps separating learners at all levels of the educational system. Applied Critical Leadership in Education proposes a shift in leadership and a need to transform status quo educational practices. This book explores a leadership model arising from critical theory and critical pedagogy traditions, and provides examples of applied critical leadership, ultimately expanding ways to think about current leadership models. The authors examine qualitative case studies featuring critical leaders in early childhood education, elementary school, middle school, high school, district level, and higher education, and follow with analysis, discussion, and application questions for readers to address. The cases are followed by critical questions for readers, suggestions for readers to begin conversations around issues of social justice and equity, and brief profiles of other critical leaders engaged in leadership for change around the country. This timely book explores an exciting new leadership model in a time of urgency for critical leadership and sustainable change."
This book provides readers with insights into how Singapore school leaders are actively engaged in the transformation of the Singapore education system. It brings to attention crucial elucidations of the increasing demand and complexity placed on school leaders through the use of case studies. Each chapter in the book focuses on a particular issue which has become important or has gained renewed importance in the Singapore education system. The chapters first provide a background to the theme under examination and a theoretical basis for discussion. They then narrate the case that shows how school leaders interpret and implement policy initiatives in their respective schools or lead change in that area. The case studies span over a wide range of domains such as instructional leadership, assessment leadership, stakeholder engagement, professional learning communities, and school branding. The data collected from these case studies came primarily from interviews of educators in their respective school contexts, in addition to other sources of data such as artifacts. Each case study highlights descriptions, interpretations, and perspectives across school contexts, which is consistent with the proposition that school leadership is very much shaped by context. At the end of each chapter, there are guiding questions to help readers critically analyze and reflect on the main learning points of the case.

Standards-Based Leadership is written specifically for superintendents and is framed within the most recent national standards: Professional Standards for Educational Leaders 2015. The cases provide an opportunity for superintendents, as well as those in training, to critically reflect on best-practices with real scenarios. Each chapter contains PSEL2015 standards, best practice literature, three cases, discussion questions, and additional resources. The chapters have been written by educators with leadership and superintendent experience.

Culturally Responsive School Leadership focuses on how school leaders can effectively serve minoritized students—those who have been historically marginalized in school and society. The book demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices. Muhammad Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is essential to successful school leadership. Second, that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it. Finally, that culturally responsive school leadership comprises a number of crucial leadership behaviors, which include critical self-reflection; the development of culturally responsive teachers; the promotion of inclusive, anti-oppressive school environments; and engagement with students’ indigenous community contexts. Based on an ethnography of a school principal who exemplifies the practices and behaviors of culturally responsive school leadership, the book provides educators with pedagogy and strategies for immediate implementation.