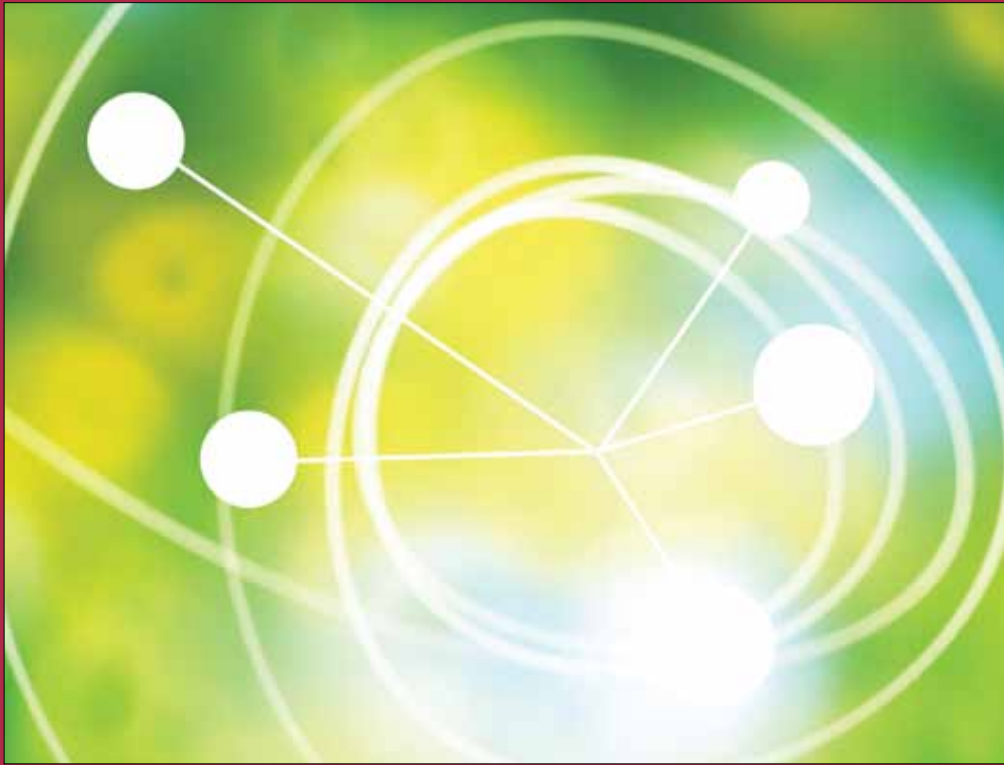


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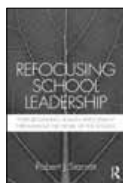
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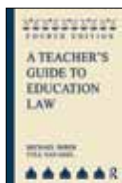
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NEW IN 2011

Leading a Creative School

Learning about Lasting School Change

Edited by **Ethel Sanders**, University of Nottingham, UK*Series: Creative Teaching/Creative Schools*

Introducing creativity to the classroom is a concern for teachers, governments and future employers around the world, and there has been a drive to make experiences at school more exciting, relevant, challenging and dynamic for all young people, ensuring they leave education able to contribute to the global creative economy.

Leading a Creative School shows that school leaders are central in any change process, and offers suggestions and models of practice for a whole school change towards creative practice. Providing an accessible overview of key issues and debates surrounding different methods of creative change, practical activities, and stimulus material to help teachers, this book will explain how to:

- reflect on why change is important for your school
- motivate your teaching staff
- create the conditions for a whole school change
- develop practical strategies to make changes long lasting
- and assess and monitor changes taking place.

Providing case studies and examples of school change from leading practitioners throughout, this book is an invaluable guide for all those involved in school leadership, management and change.

August 2011: 246 x 174: 96pp
Hb: 978-0-415-57082-4: **\$112.00**
Pb: 978-0-415-57083-1: **\$30.95**

For more information, visit:
www.routledge.com/9780415570831

NEW IN 2011

Improving Quality in Education

Dynamic Approaches to School Improvement

Edited by **Bert P.M. Creemers**, University of Groningen, the Netherlands and **Leonidas Kyriakides**, University of Cyprus, Cyprus

Improving Quality in Education is a major contribution to the area of school improvement, setting out a dynamic framework that will help schools collect data, evaluate themselves, decide on priorities for improvement and develop action plans. Emphasising the setting of targets, the authors stress the fundamental importance of making schools into the best possible learning environments, giving students and teachers the means to achieve them. Their practical, flexible approach can easily fit with the individual circumstances of each school and system.

Based on this approach, the book goes on to explore a number of projects that focus on important challenges schools all around the world are facing, such as preventing bullying and developing teachers. Readers, be they practitioners, school advisors, policy-makers or researchers, will see how the contents of *Improving Quality in Education* can be applied in a wide variety of educational settings.

To conclude the authors offer practical suggestions for designing improvement strategies, providing guidelines to schools on how to self-evaluate, make decisions on priorities and design action plans, including a useful toolkit of guidelines for measuring the quality of teaching and the efficiency of school factors.

Aimed at all professionals working in the area, whether academics, researchers, policy-makers, school advisors or teachers, this book will provide expert guidance not only for graduate students, university libraries and individual academics, but also school management teams, school support agencies and officials in educational policy.

August 2011: 234 x 156: 224pp
Hb: 978-0-415-54873-1: **\$120.00**
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NEW IN 2011



Applied Critical Leadership in Education

Choosing Change

Lorri J. Santamaría and **Andrés P. Santamaría**,
both at California State University, San Marcos, USA

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.

June 2011: 229 x 152: 208pp
Hb: 978-0-415-88104-3: **\$135.00**
Pb: 978-0-415-88109-8: **\$33.95**
eBook: 978-0-203-81868-8

For more information, visit:
www.routledge.com/9780415881098

Connecting Leadership and Learning

Principles for Practice

Edited by **John MacBeath**, University of Cambridge,
UK and **Neil Dempster**, Griffith University, Australia

2008: 234 x 156: 208pp
Hb: 978-0-415-45292-2: **\$160.00**
Pb: 978-0-415-45295-3: **\$45.95**
eBook: 978-0-203-89464-4

For more information, visit:
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NEW IN 2011

2nd Edition

Profound Improvement

Building Learning–Community Capacity
through Living Systems Principles

Coral Mitchell, Brock University, Canada and
Larry Sackney, University of Saskatchewan, Canada

Series: Contexts of Learning

This revised and updated edition of *Profound Improvement* not only brings this important work up-to-date but also shows how the authors thinking has changed and developed since the book was originally written. The book discusses the idea of the learning community as a vehicle for professional learning and school development.

As the authors show, the learning community develops in response to building capacity in three domains: personal, interpersonal and organizational. In the personal domain, educators deconstruct and reconstruct their professional narratives to enhance student learning and professional practice. In the interpersonal domain, educators generate norms and values that foster experimentation and critical analysis of educational practice and that promote collective and individual learning. In the organizational domain, visible and invisible structures are constructed that enable community members to enact educational practices in support of profound improvement in teaching and learning.

The book focuses on the life of educators as it relates to professional learning and growth. It is concerned with human growth and development, human cognition and affect and human interactions and actions in the context of a school community. For the new edition the authors also:

- elaborate more fully the notion of learning communities based on living systems and ecological perspectives
- develop their capacity building model.

They show that building a learning community is a dynamic process that engages the individual, the group and the organization in embedded interdependencies and mutual influences. As the authors clearly demonstrate: education is a living system as opposed to a managed system.

April 2011: 234 x 156: 192pp
Hb: 978-0-415-58923-9: **\$128.00**
Pb: 978-0-415-58924-6: **\$38.95**

For more information, visit:
www.routledge.com/9780415589246

Leadership for Learning Series

Series Edited by **Clive Dimmock**,
Mark Brundrett and **Les Bell**

*The study of educational leadership makes little sense unless it is in relation to who the leaders are, how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the **Leadership for Learning** series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact.*

Leading Learning

Process, Themes and Issues in
International Contexts

Tom O'Donoghue and **Simon Clarke**, both at
University of Western Australia, Australia



This book draws on the key and developing notion of 'distributed leadership' and focuses on the relationship between leadership and learning in educational settings.

2009: 234 x 156: 206pp
Hb: 978-0-415-33612-3: **\$150.00**
Pb: 978-0-415-33613-0: **\$45.95**
eBook: 978-0-203-87696-1

For more information, visit:
www.routledge.com/9780415336130

NEW IN 2011

Leadership in Education

Concepts, Themes and Impact

Clive Dimmock, National Institute for Education,
Nanyang Technological University, Singapore

Leadership in Education provides an authoritative, critical and insightful review of leadership. The book is distinctive in that it:

- develops a core perspective about leaders and leadership
- provides a framework within which leadership can be better understood
- engages with some mainstream contemporary leadership themes affecting practitioners and academics
- gauges the impact of leadership, particularly on organisational and individual performance.

Throughout the book the author adopts a clear and coherent standpoint as to what the leadership role is essentially about, and then applies this perspective to a number of key topical themes currently enjoying high exposure in the field.

The author claims that leadership is fundamentally two processes: first, it is designing, and goal setting for, the future organisation; and second, it is concerned with hiring, developing and motivating staff to achieve the design and goals. These two processes are iterative, however, and not sequenced, contrary to conventional wisdom. The framework will include the notion that leadership involves a complex set of values, knowledge, skills and attributes that take place at many levels in the organisation.

Reflecting on issues that are of international concern and illustrates them with reference to research drawn from a range of different countries and contexts, this book has been written for those taking higher degrees in school leadership and management: school leaders on NPQH courses, as well as academics teaching and researching in the area of educational leadership.

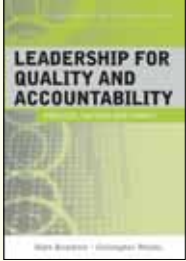
December 2011: 234 x 156: 192pp
Hb: 978-0-415-40436-5: **\$120.00**
Pb: 978-0-415-40437-2: **\$36.95**

For more information, visit:
www.routledge.com/9780415404372

NEW

Leadership for Quality and Accountability in Education

Mark Brundrett, Liverpool John Moores University, UK and **Christopher Rhodes**, University of Birmingham, UK



Leadership for Quality and Accountability in Education addresses the interconnected issues of quality and accountability in the education system and provides a coherent framework within which these issues can be analysed. The authors outline the significance of promoting quality in all educational establishments and go on to discuss *why* quality and accountability have become so essential to the framework of leadership in education, *how* quality and accountability have been utilised on a national and international scale and *what* the defining characteristics of these terms are.

The book is divided into three sections which explore three linked key aspects:

- part one focuses on the concept and nature of quality and accountability and the process of developing a culture of quality
- part two addresses the issues of managing staff and resources, leadership for high-quality teaching and learning and relationships with stakeholders
- part three considers the impact and prospect of quality and accountability, including internal evaluation and external inspection.

The book will appeal to educational leaders and managers, advisors and inspectors, and academic researchers. It will also be of particular relevance to masters and doctoral degree students specialising in school leadership and management.

August 2010: 234 x 156: 160pp
Hb: 978-0-415-37873-4: **\$120.00**
Pb: 978-0-415-37874-1: **\$36.95**
eBook: 978-0-203-85293-4

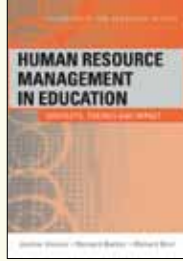
For more information, visit:
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Human Resource Management in Education

Contexts, Themes and Impact

Justine Mercer, University of Warwick, UK,
Bernard Barker, University of Leicester, UK
and **Richard Bird**, Legal Policy Consultant, UK



The effects of globalization are evident in education policy around the world. Governments from the United States to China are driving their education systems to produce more skilled, more flexible, more adaptable employees. The pressure to perform is all-pervasive, meaning present-day leaders have to go beyond the principles of humane and equitable management practice and look for a competitive

advantage through strategies that enhance motivation, build capacity for organizational improvement, and produce better value-added performance.

Human Resource Management in Education debates the fundamental question of how far effective human resource management policies can enable schools and colleges to transcend the paradoxes of the global reform agenda. It analyses the relationship between leadership, the classroom and results, and uses case studies to explore the extent to which performance is enhanced by distributed leadership and constrained by social, political and economic contexts.

The book is divided into three parts:

- examining the current context of human resource management, by critically analysing globalization, human capital theory, and worldwide trends in government legislation, societal values, and teacher culture(s)
- exploring two pairs of contemporary themes in human resource management, by comparing the roles of leaders and followers, on the one hand, and contrasting learning and *greedy* organizations, on the other
- looking at how the context and the themes impact on particular contemporary practices in human resource management, by analysing the selection and development of professionals, the remodelling of school teams and the management of performance.

The authors carefully blend advocacy with evidence to ensure relevance for both practitioner and academic audiences across the globe. The book would be of particular use to students on masters courses in educational leadership.

May 2010: 234 x 156: 208pp
Hb: 978-0-415-41280-3: **\$150.00**
Pb: 978-0-415-41279-7: **\$45.95**
eBook: 978-0-203-85081-7

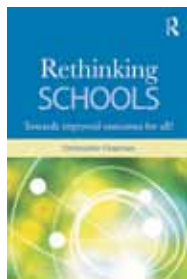
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NEW IN 2011

Rethinking Schools

Improved Educational Outcomes for All?

Christopher Chapman, University of Manchester, UK

Improving educational systems around the world remains at the core of governments' agendas. Yet, despite vast investment of resources and sustained periods of interventions, many systems have seen their rates of improvement plateau and in some systems the gap between different groups of learners continues to widen. This is nowhere more apparent than in our socio-economically deprived areas of major urban conurbations.

Systems must continue to evolve in order to meet the needs of students and particularly those in the most challenging circumstances. In this book, Chris Chapman reflects on a range of Emerging Structural Arrangements (ESAs) that have begun to appear across a number of systems. The features of ESAs include:

- increased involvement of the private sector and other interested parties (including charities and faith groups)
- radical redesign of buildings
- the blurring and erosion of organisational boundaries
- redefinition of 'teachers' and 'teaching'
- the involvement of an extended range of services stakeholders within the schooling process.

Drawing on contemporary evidence to consider the potential of ESAs to promote improved outcomes for the most disadvantaged students and reflects on the implications for leadership, management and governance in such a diverse and dynamic environment, *Rethinking Schools* represents a unique addition to the literature presenting new research in this emerging area of international importance. It will be of interest to all those with an interest in leadership, policy, school improvement and educational change.

September 2011: 234 x 156: 272pp
Hb: 978-0-415-55848-8: **\$120.00**
Pb: 978-0-415-55849-5: **\$36.95**

For more information, visit:
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NEW IN 2011

Foucault and Educational Leadership

Disciplining the Principal

Richard Niesche, University of Queensland, Australia

School principals are increasingly working in an environment of work intensification, high stakes testing, accountability pressures and increased managerialism. Rather than searching for the latest leadership fad or best practice model, this book suggests that in order to better understand these pressures, the work of educational leadership requires more sophisticated theorisation of these practices. In so doing, the book draws upon the work of Michel Foucault to provoke new thought into how the principalship is lived and 'disciplined' in ways that produce both contradictions and tensions for school principals. Amidst claims of a shortage of applicants for principal positions in a number of Western countries, what is required are more sophisticated and nuanced tools with which to understand the pressures and constraints that face principals in their work on a daily basis. This book provides a powerful example of theory working through practice to move beyond traditional approaches to school leadership. This book:

- provides a well theorised analysis of leadership practices
- acknowledges the messy reality of life for school principals
- provides key insights to the 'real' work that principals undertake every day
- examines the production of principals' subjectivities in education, foregrounding issues of gender and race
- includes the principals' voices through rich interview data.

The book will therefore be of significant interest to those working and researching in educational leadership. This includes researchers in the field and academics who teach into educational leadership and administration courses. The book will also be of interest to those working with the ideas of Foucault in education.

April 2011: 234 x 156: 192pp
Hb: 978-0-415-57170-8: **\$120.00**

For more information, visit:
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NEW

Using Effectiveness Data for School Improvement

Developing and Utilising Metrics

Anthony Kelly and **Christopher Downey**, both at University of Southampton, UK



Data metrics in schools are becoming increasingly complex and despite their best efforts, teachers and academics generally find them something of a 'black-box'. This book lifts the lid on that box, exploring the provenance and problematization of existing techniques and developing new algorithms for measuring the more oblique aspects of in-school performance.

Using contextual value-added measures in England as a foundation the book explores the potential of performance and progress data to guide student and teacher self-evaluation, to set targets and allocate resources, to evaluate initiatives and identify good practice, to assess and reward staff responsibility, and to inform policy in relation to emerging issues like school choice, equality of opportunity and post-compulsory progression. Chapters are sectioned in three parts – 'Past', 'Present' and 'Future' – and cover:

- research and policy on pupil attainment and value-added data
- issues relating to differential effectiveness and the interpretation of data
- how best to blend data from different sources
- new non-cognitive metrics for assessing social and emotional aspects of learning (SEAL) and staff responsibility
- managing data for school improvement and understanding professional attitudes to it.

Using Effectiveness Data for School Improvement brings together for the first time in one place the various metrics and models, and their basis in research. A full technical specification is included so that both 'data experts' and 'data novices', academics and practitioners, can use the book to understand and maximize what is potentially a hugely transforming, but under-utilized, resource and an increasingly important aspect to school and curriculum management.

December 2010: 234 x 156: 240pp
Hb: 978-0-415-56277-5: **\$125.00**
Pb: 978-0-415-56278-2: **\$36.95**
eBook: 978-0-203-83436-7

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NEW

Critical Curriculum Leadership

A Framework for Progressive Education

Rose M. Ylimaki, University of Arizona, USA



Although traditional curriculum and instructional leadership frameworks have dominated educational administration training for almost thirty years, it has become increasingly clear that even the most recent frameworks have failed today's leaders who struggle with the politics of curriculum decisions on a daily basis. *Critical Curriculum Leadership* is an examination of curriculum leadership in the wake

of US testing mandates and school reforms, all of which seem to support a particular set of conservative ideologies. Drawing from her own longitudinal ethnographic study and from existing literature and research in the field, Ylimaki explores the formation of curriculum leadership in relation to broader cultural and political shifts. She shows how traditional leadership frameworks have come up short, and makes the case for an alternative leadership theory at the intersection of educational leadership and curriculum studies. She provides analytical tools that inspire progressive education and offers critical theories, strategies, research examples, problem-posing cases, and research ideas essential for curriculum leadership in the present conservative era. *Critical Curriculum Leadership* will appeal to the many educational leadership scholars and practitioners who are interested in developing effective and socially just curricula in their schools and districts as well as curriculum scholars who are interested in leadership issues.

November 2010: 229 x 152: 232pp
Hb: 978-0-415-87621-6: **\$130.00**
Pb: 978-0-415-87622-3: **\$39.95**
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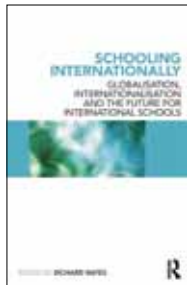
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NEW

Schooling Internationally

Globalisation, Internationalisation and the Future for International Schools

Edited by **Richard Bates**, Deakin University, Australia



This book sets out to provide a critical perspective on current issues facing 'international schooling', particularly the conflict between 'internationalising' and 'globalising' tendencies and to explore these as they affect teaching and learning, curriculum, pedagogy and assessment as well as to explore the contribution international schools might make to the achievement of global citizenship. It is the first book to

critically analyse the ambiguities, tensions and conflicts that face those involved with and researching, international schools and their role in global networking. Issues addressed include:

- the political economy of international schools
- their relations to global and local cultures, global markets and civil society
- the role of international schools in global networking
- the micropolitics of such schools
- the growth complexity and challenges facing the International Baccalaureate
- the future demands for and of teachers in international schools
- the nature of teaching and learning in international schools
- the problematic idea of an international curriculum (Jim Cambridge)
- issues facing international assessment
- the challenge of education for global citizenship.

This provocative book will be essential reading for those teaching in, leading and governing international schools in countries around the world, as well as those who are contemplating entering the rapidly expanding world of international schooling.

November 2010: 234 x 156: 224pp

Hb: 978-0-415-58927-7: **\$128.00**

Pb: 978-0-415-58928-4: **\$39.95**

eBook: 978-0-203-83480-0

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NEW

Towards Educational Change

The Transformation of Educational Systems in Post-Communist Countries

Edited by **David Greger** and **Eliška Walterová**, both at Charles University in Prague, Czech Republic

Series: Routledge Research in Education

This book critically analyses the transformation of educational systems following the breakdown of the Communist regime in the countries of the Visegrád group (Czech Republic, Hungary, Poland, Slovakia) from 1989 until the present. The authors examine what changes have occurred, why the current shape of educational system is as it is today, as well as why in some areas certain changes did not appear. While all four countries instituted large-scale societal and educational changes in 1989 and in similar positions at the time, there have been various similarities and differences across their developments in curriculum, evaluation, teachers, educational management and administration, and school autonomy. The authors not only analyze each country individually but also offer a through comparative analysis across all four countries. This book will be a necessary addition to scholars and students in International Education and Educational Change as well as those studying Post-Soviet societies.

October 2010: 229 x 152: 272pp

Hb: 978-0-415-88490-7: **\$95.00**

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Activist Educators

Breaking Past Limits

Edited by **Catherine Marshall** and **Amy L. Anderson**, both at University of North Carolina, Chapel Hill, USA

2008: 229 x 152: 232pp

Hb: 978-0-415-95666-6: **\$145.00**

Pb: 978-0-415-95667-3: **\$37.95**

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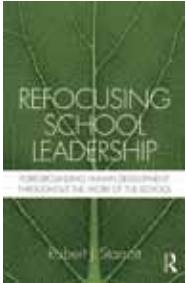
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NEW

Refocusing School Leadership

Foregrounding Human Development throughout the Work of the School

Robert J. Starratt, Boston College, USA



Refocusing School Leadership departs from the more traditional conceptualization of leadership, looking behind the daily routines of human resource leaders to highlight the assumptions and values and beliefs they bring to their work as well as the values and meanings embedded in the various contexts of school life. Starratt explores how educational leadership is grounded in one's own humanity as well as in a

deep appreciation of the richness, complexity, and enormous potential of people, and he attempts to restore the centrality of human development in the work of educating the young – education is not simply about educating minds, but about developing whole persons. Starratt argues for a refocusing of educational leadership on affirming and enabling those talents, dispositions, interests, life experiences, and cultural proficiencies that comprise their humanity to enrich the work of learning.

The vision of the school should speak of the extraordinary possibilities for human achievement in our young people, as well as the talents of their teachers to nurture those possibilities. Starratt's focus on leadership as human resource development will energize the efforts of faculty, staff, and students to improve the quality of learning – the primary work of schools. This book is a valuable resource to prepare aspiring leaders, whether administrators or teachers, to deal with the way schools are currently run and to imagine and create better ways to promote quality learning for all.

August 2010: 229 x 152: 168pp
Hb: 978-0-415-88329-0: **\$130.00**
Pb: 978-0-415-88330-6: **\$33.95**
eBook: 978-0-203-84390-1

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International Journal of Leadership in Education (TEDL)

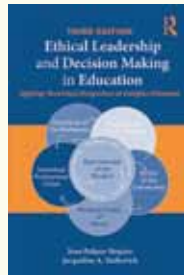
www.tandf.co.uk/journals/ijlee

3rd Edition

Ethical Leadership and Decision Making in Education

Applying Theoretical Perspectives to Complex Dilemmas

Joan Poliner Shapiro, Temple University, USA and
Jacqueline A. Stefkovich, Pennsylvania State University, USA



The third edition of the bestselling text, *Ethical Leadership and Decision Making in Education*, continues to address the increasing interest in ethics and assists educational leaders with the complex dilemmas in today's challenging and diverse society. Through discussion and analysis of real-life moral dilemmas that educational leaders face in their schools and communities, authors Shapiro and Stefkovich demonstrate the application of

their four ethical paradigms – the ethics of justice, care, critique, and profession. After an illustration of how the Multiple Ethical Paradigm approach may be applied to real dilemmas, the authors present a series of cases written by students and academics in the field representing the dilemmas faced by practicing educational leaders in urban, suburban, and rural settings in an era full of complexities and contradictions. Following each case are questions that call for thoughtful, complex thinking and help readers come to grips with their own ethical codes and apply them to practical situations.

New in the third edition:

- an entire new chapter on privacy versus safety, including ethical issues such as strip searches, gang membership, cyber-bullying, and sexting
- new cases infused into chapters on early childhood education, diverse student populations, and technology
- updates throughout to reflect contemporary issues and recent scholarship in the field of ethical leadership.

Including teaching notes for the instructor stressing the importance of self-reflection, this text is easily adaptable for a variety of uses with a wide range of audiences. *Ethical Leadership and Decision Making in Education* is a valuable book for both aspiring and practicing administrators, teacher leaders, and educational policy-makers.

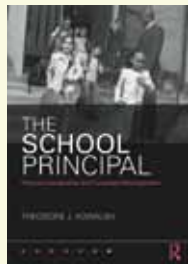
June 2010: 229 x 152: 248pp
Hb: 978-0-415-87460-1: **\$140.00**
Pb: 978-0-415-87459-5: **\$32.95**
eBook: 978-0-203-84959-0

For more information, visit:
www.routledge.com/9780415874595

The School Principal

Visionary Leadership and Competent Management

Theodore J. Kowalski, University of Dayton, USA



Over the past two decades, efforts to improve schools have significantly modified role expectations for principals. Today, school-level administrators are expected to be both visionary leaders and competent managers. Based on the conviction that administration is an amalgam of leadership and management, *The School Principal* emphasizes the need for practitioners to apply

conceptual skills to make 'what to do' decisions, to apply technical skills to make 'how to do' decisions, and to apply relational skills to engage in democratic decision-making.

Kowalski frames the book with a discussion of the nature of schools, the roles of principals, and their need to improve schools. The book then provides a balanced treatment of leadership and management, covering issues of personal behaviour, instructional leadership, relationship building issues, finances, facilities, personnel management, pupil services, and maintaining safe schools. The text closes with discussion of the vital aspects of practice for contemporary principals, addressing problem-solving, collaborative change strategies, and personal commitment to being a principal.

Special features:

- Vignettes introduce the subject matter in the context of common challenges faced by practitioners.
- Knowledge-based questions and Skill-Based Activities prompt readers to engage with and reflect on the chapter content.
- *The School Principal* aligns with the Educational Leadership Consortium Council (ELCC) Standards.

Treating principals as concurrently visionary leaders and competent managers, this excellent text addresses the needs of aspiring and practicing principals, providing the tools to build effective and efficient schools.

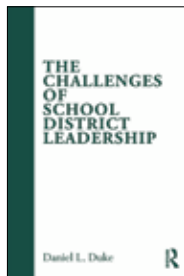
June 2010: 254 x 178: 272pp
Hb: 978-0-415-80622-0: **\$135.00**
Pb: 978-0-415-80623-7: **\$59.95**
eBook: 978-0-203-85739-7

For more information, visit:
www.routledge.com/9780415806237



The Challenges of School District Leadership

Daniel L. Duke, University of Virginia, USA



Despite the rising interest in school districts, there are relatively few comprehensive resources available for graduate students in educational leadership programs. *The Challenges of School District Leadership* takes the position that the best way to prepare the next generation of school district leaders is to make certain that they are prepared to address the unending challenges that characterize public education

today. Drawing on the latest research as well as actual examples, the book spotlights ten of the perennial challenges facing superintendents and school boards. Among the challenges discussed in detail are balancing equity and excellence, accommodating demographic change, coping with the increasing politicization of district leadership, deciding how to organize (or reorganize) a school system, and meeting the demands of educational accountability. This text is appropriate for graduate students in educational leadership, education policy, and the politics of education as well as school district leaders.

March 2010: 229 x 152: 288pp
Hb: 978-0-415-99622-8: **\$135.00**
Pb: 978-0-415-99623-5: **\$59.95**
eBook: 978-0-203-85427-3

For more information, visit:
www.routledge.com/9780415996235

Leading School-based Networks

Mark Hadfield, University of Wolverhampton, UK and
Christopher Chapman, University of Manchester, UK



Based around the lifecycle of a school network, this book takes the reader from the initial inception of a network to considering how to make it sustainable and capable of meeting the future challenges faced by schools and their communities.

2009: 234 x 156: 176pp
Hb: 978-0-415-46464-2: **\$150.00**
Pb: 978-0-415-46465-9: **\$42.95**
eBook: 978-0-203-87900-9

For more information, visit:
www.routledge.com/9780415464659

Leading School Transformation

Edited by **Alma Harris, Claire Mathews and Sue Williamson**

Written with educational professionals in mind, and drawing upon the latest international research and evidence to offer new ways of thinking about leadership, books in the **Leading School Transformation** series provide examples of leadership in practice; and identify concrete ways of transforming leadership for schools and school systems in the future. Published in association with the Specialist Schools and Academies Trust.

Leadership Mindsets

Innovation and Learning in the Transformation of Schools

Linda Kaser and Judy Halbert, both at University of Victoria, Vancouver Island University, Canada



This book outlines an alternative way of thinking about school leadership. It examines research evidence that leaders will find most useful and suggests how they might use this evidence to maximise their learning and the learning of their students.

2009: 216 x 138: 184pp
Hb: 978-0-415-47693-5: **\$150.00**
Pb: 978-0-415-47694-2: **\$42.95**
eBook: 978-0-203-88115-6

For more information, visit:
www.routledge.com/9780415476942



Distributed School Leadership

Developing Tomorrow's Leaders

Alma Harris, University of Warwick, UK

Foreword by **Jim Spillane**, Institute of Education, University of London, UK



This book is about developing young leaders in schools. It argues that we need to generate broad-based distributed leadership within, between and across schools to be certain of lasting change and improvement.

2008: 216 x 138: 192pp
Hb: 978-0-415-41957-4: **\$135.00**
Pb: 978-0-415-41958-1: **\$35.95**

For more information, visit:
www.routledge.com/9780415419581

Distributed Leadership According to the Evidence

Edited by **Kenneth Leithwood, Blair Mascall**, both at University of Toronto, Canada and **Tiiu Strauss**

2008: 229 x 152: 312pp
Hb: 978-0-8058-6422-9: **\$150.00**
Pb: 978-0-415-99217-6: **\$49.95**
eBook: 978-0-203-86853-9

For more information, visit:
www.routledge.com/9780415992176



Developing School Leaders

An International Perspective

Edited by **Mark Brundrett**, Liverpool John Moores University, UK and **Megan Crawford**, Oxford Brookes University, UK

2008: 234 x 156: 208pp
Hb: 978-0-415-43572-7: **\$180.00**
eBook: 978-0-203-92882-0

For more information, visit:
www.routledge.com/9780415435727

Advocacy Leadership

Toward a Post-Reform Agenda
in Education

Gary L. Anderson, New York University, USA

Series: *Critical Social Thought*



Advocacy Leadership lays out a post-reform agenda that moves beyond the neo-liberal, competition framework to define a new accountability, a new pedagogy, and a new leadership role definition in education.

2009: 229 x 152: 232pp
Hb: 978-0-415-99427-9: **\$130.00**
Pb: 978-0-415-99428-6: **\$37.95**
eBook: 978-0-203-88061-6

For more information, visit:
www.routledge.com/9780415994286

School Leadership – Heads on the Block?

Pat Thomson, University of Nottingham, UK



Most teachers become heads for idealistic reasons, but heads are leaving work and there is a shortage of applicants for school leadership roles. Arguing that pressure needs to be lifted from heads if this is to be redressed, this book considers initial moves that could precipitate such change.

2009: 234 x 156: 192pp
Hb: 978-0-415-43073-9: **\$150.00**
Pb: 978-0-415-43075-3: **\$42.95**
eBook: 978-0-203-87053-2

For more information, visit:
www.routledge.com/9780415430753

NEW IN 2011

Changing Schools

Alternative Approaches to Make a World of
Difference

Edited by **Robert Lingard**, University of Queensland, Australia, **Pat Thomson**, University of Nottingham, UK and **Terry Wrigley**, University of Edinburgh, UK



In an age of global mobility, economic polarization and unprecedented environmental and cultural challenges, the education of all children and young people to higher levels has become a key issue of international policy.

This book presents new thinking and practice for progressing school change today, drawn from the works of authors around the world. Educational policy-making

has been dominated by particular human capital oriented theories of school improvement, formulated and implemented in neo-liberal political environments. This book seeks to challenge this dominance. It draws both on contemporary innovations in practice and theory and long standing traditions of alternative thinking and practice. Linking together and articulating other ways of conceiving of and implementing school change, it bases its findings on values of equality and global citizenship. It shows how schools can work to make different knowledges, languages, narratives, truths and ways of being integral to mainstream curriculum, pedagogy, assessment and school cultures and structures.

The book is directed at all who are concerned with progressive school change and the promotion of democratic citizenship and social justice. This will include education students, those currently studying for school leadership positions, heads, teachers and policy-makers.

June 2011: 234 x 156: 256pp
Hb: 978-0-415-55859-4: **\$120.00**
Pb: 978-0-415-55860-0: **\$36.95**

For more information, visit:
www.routledge.com/9780415558600

NEW IN 2011

**Urban Education**

A Model for Leadership and Policy

Edited by **Karen Gallagher**, **Estela Bensimon**, **Dominic Brewer** and **Rodney Goodyear**, all at University of Southern California, USA

Many factors complicate the education of urban students. Among them have been issues related to population density; racial, ethnic, cultural, and linguistic diversity; poverty; racism (individual and institutional); and funding levels. Although urban educators have been addressing these issues for decades, placing them under the umbrella of 'urban education' and treating them as a specific area of practice and inquiry is relatively recent. Despite the wide adoption of the term a consensus about its meaning exists at only the broadest of levels. In short, urban education remains an ill-defined concept.

This comprehensive volume addresses this definitional challenge and provides a three-part conceptual model in which the achievement of equity for all – regardless of race, gender, or ethnicity – is an ideal that is central to urban education. The model also posits that effective urban education requires attention to the three central issues that confronts all education systems a) *accountability* of individuals and the institutions in which they work, b) *leadership*, which occurs in multiple ways and at multiple levels, and c) *learning*, which is the *raison d'être* of education. Just as a three-legged stool would fall if any one leg were weak or missing, each of these areas is essential to effective urban education and affects the others.

May 2011: 254 x 178: 400pp
Hb: 978-0-415-87240-9: **\$225.00**
Pb: 978-0-415-87241-6: **\$99.95**
eBook: 978-0-203-83733-7

For more information, visit:
www.routledge.com/9780415872416

Radical Reforms

Perspectives on an Era of Educational Change

Edited by **Christopher Chapman** and **Helen Gunter**, both at University of Manchester, UK

2008: 234 x 156: 272pp
Hb: 978-0-415-46401-7: **\$150.00**
Pb: 978-0-415-46402-4: **\$42.95**
eBook: 978-0-203-88411-9

For more information, visit:
www.routledge.com/9780415464024

NEW IN 2011

**Strategic Management of Human Capital in Education**

Improving Instructional Practice and Student Learning in Schools

Allan R. Odden, University of Wisconsin, USA



Strategic Management of Human Capital in Education offers a comprehensive and strategic approach to address what has become labelled as 'talent and human capital'. Grounded in extensive research and examples of leading edge districts, this book shows how the entire human resource system in schools can be reformed and restructured to boost teacher and principal effectiveness

in ways that dramatically improve instructional practice and student learning. *Strategic Management of Human Capital in Education* guides educators towards putting more effective teachers, teacher leaders, and principals in the country's schools – especially in poverty-impacted urban and rural communities – equipping those teacher and principals with instructional and leadership expertise, and rewarding and retaining those who are successful in attaining these objectives. Drawing from cases, experiences, and deliberations from a national task force, this book outlines a comprehensive framework for how to transform current human resource management practices into authentic, strategic talent management systems in order to improve student achievement.

February 2011: 229 x 152: 256pp
Hb: 978-0-415-88665-9: **\$140.00**
Pb: 978-0-415-88666-6: **\$44.95**
eBook: 978-0-203-83569-2

For more information, visit:
www.routledge.com/9780415886666

Improving Schools and Educational Systems

International Perspectives

Edited by **Alma Harris**, Institute of Education, University of London, UK and **Janet Hageman Chrispeels**, University of California, San Diego, USA

Series: *Contexts of Learning*

2008: 234 x 156: 336pp
Pb: 978-0-415-47931-8: **\$45.95**

For more information, visit:
www.routledge.com/9780415479318

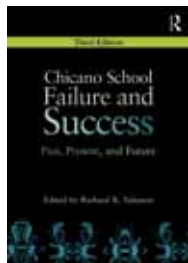
NEW

3rd Edition

Chicano School Failure and Success

Past, Present, and Future

Edited by **Richard R. Valencia**, The University of Texas, Austin, USA



The third edition of the bestselling collection, *Chicano School Failure and Success* presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as la Chicana, two way dual language education, higher education, and gifted Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in-depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards-based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policy-makers, and community activists alike.

December 2010: 254 x 178: 320pp
 Hb: 978-0-415-88060-2: **\$140.00**
 Pb: 978-0-415-88061-9: **\$51.95**
 eBook: 978-0-203-83598-2

For more information, visit:

www.routledge.com/9780415880619

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NEW

Reinventing Schools, Reforming Teaching

From Political Visions to Classroom Reality

John Bangs, National Union of Teachers, UK,
 John MacBeath and Maurice Galton, both at
 University of Cambridge, UK



'A ripping good read benefitting as it does from extensive research amongst the main actors responsible for shaping the educational landscape over the last twenty years. The authors have constructed a compelling narrative detailing with the tortuous and sometimes convoluted route pursued by education policy-makers and civil servants over the last two

decades. The book provides both original insights and intelligent commentary.' – Sir William Atkinson, Headteacher Phoenix High School, Hammersmith and Fulham

Reinventing Schools, Reforming Teaching considers the impact of educational policies on those who have to translate political priorities into the day to day work of schools and classrooms. The authors argue that an evidence-informed view of policy-making has yet to be realised, graphically illustrating how many recent political decisions in education can be explained by the personal experiences, predilections and short-term needs of key decision-makers.

Based on interviews with Ministers past and present, journalists, union officials, members of lobby groups and fish tanks, which explore the dynamics behind the creation of education policies, the book covers:

- policy-makers' attitudes to schools, the staff who work in them and the communities they serve
- the drivers of politicians' reform agendas and the constraints on radical reform
- the shaping and reshaping of curriculum and assessment
- the search for a more effective marriage between inspection and school self evaluation
- the relationship of academic research to policy-making
- how a vision for teaching and teachers might be constructed for the twenty-first century.

September 2010: 234 x 156: 224pp
 Hb: 978-0-415-56133-4: **\$120.00**
 Pb: 978-0-415-56134-1: **\$39.95**
 eBook: 978-0-203-84034-4

For more information, visit:

www.routledge.com/9780415561341



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Leadership, Accountability, and Culture

Giovanna Barzanò, Ministry of Education, Italy

Series: Routledge Research in Education

Accountability, as a set of formal and informal practices making schools answerable to various constituencies and stakeholders, is a crucial issue for principals all over the world. It is the object of an intensive debate both in the contexts where it has a stronger tradition, as well as in the ones where it is progressively gaining more space. This book examines the cultural aspects that inform the conceptualisations and the perceptions of educational accountability in different societal contexts and the influences they have on the role of school leaders. On the basis of a comparison of the data collected through the analysis of policy documents and in-depth interviews with key informants in four different educational systems throughout the world, Barzanò presents a picture of the ways accountability mechanisms vary and are made sense of in the frameworks of different cultural and societal traditions, both at the levels of policy and practice.

July 2010: 229 x 152: 224pp
Hb: 978-0-415-87610-0: **\$95.00**

For more information, visit:
www.routledge.com/9780415876100

Failure-Free Education?

The Past, Present and Future of School Effectiveness and School Improvement

David Reynolds, University of Plymouth, UK

Series: Contexts of Learning

David Reynolds is recognised internationally as one of the leaders of the school effectiveness and school improvement movement, and *Failure-Free Education?* brings together for the first time many of his most influential and provocative pieces. Drawing on the author's work from over three decades, these extracts from his seminal books, chapters, papers and articles combine to give a unique overview of how the movement developed, the problems involved in the application of the knowledge and the disciplines' potentially glittering future now.

The book also covers the issues raised by, and lessons learned from, his close involvement with English government educational policy-making from the mid 1990s to date.

February 2010: 234 x 156: 256pp
Hb: 978-0-415-36783-7: **\$130.00**
Also Available in Paperback, See Page 21

For more information, visit:
www.routledge.com/9780415367837

Handbook of Research on the Education of School Leaders

Edited by **Michelle D. Young**, University of Texas at Austin, USA, **Gary M. Crow**, Indiana University, USA, **Joseph Murphy**, Vanderbilt University, USA and **Rodney T. Ogawa**, University of California – Santa Cruz, USA

Sponsored by the University Council of Educational Administration

This *Handbook* documents the existing knowledge base in the field of leadership preparation and identifies gaps and new directions for research.

2009: 254 x 178: 584pp
Hb: 978-0-8058-6157-0: **\$295.00**
Pb: 978-0-8058-6158-7: **\$114.95**
eBook: 978-0-203-87886-6

For more information, visit:
www.routledge.com/9780805861570

Handbook of Research on School Choice

Edited by **Mark Berends**, **Matthew G. Springer**, **Dale Ballou**, both at Vanderbilt University, USA and **Herbert J. Walberg**, University of Illinois – Chicago, USA

This *Handbook* makes available the most rigorous and policy-relevant research on K-12 school choice.

2009: 254 x 178: 648pp
Hb: 978-0-8058-6223-2: **\$295.00**
Pb: 978-0-8058-6224-9: **\$114.95**
eBook: 978-0-203-88178-1

For more information, visit:
www.routledge.com/9780805862249

International Handbook on the Preparation and Development of School Leaders

Edited by **Jacky Lumby**, University of Southampton, UK, **Gary M. Crow**, Indiana University, USA and **Petros Pashiardis**, Open University of Cyprus

2008: 254 x 178: 522pp
Hb: 978-0-415-98847-6: **\$210.00**
Pb: 978-0-8058-6387-1: **\$104.95**

For more information, visit:
www.routledge.com/9780805863871

A Good School for Every Child

How to Improve our Schools

Cyril Taylor



This book offers an insider's look at some of the key challenges in education, and is an invaluable guide for parents and teachers interested in how our schools work today.

2009: 246 x 174: 224pp
Hb: 978-0-415-48252-3: **\$150.00**
Pb: 978-0-415-48253-0: **\$37.95**
eBook: 978-0-203-87848-4

For more information, visit:
www.routledge.com/9780415482530

The Dangerous Rise of Therapeutic Education

Kathryn Ecclestone, University of Birmingham, UK
and Dennis Hayes, University of Derby, UK

2008: 234 x 156: 200pp
Hb: 978-0-415-39700-1: **\$150.00**
Pb: 978-0-415-39701-8: **\$35.95**

For more information, visit:
www.routledge.com/9780415397018

The Future of Educational Change

International Perspectives

Edited by Ciaran Sugrue, University of Cambridge, UK

2008: 234 x 156: 256pp
Hb: 978-0-415-43107-1: **\$160.00**
Pb: 978-0-415-43108-8: **\$45.95**
eBook: 978-0-203-93142-4

For more information, visit:
www.routledge.com/9780415431088

NEW IN 2011

Beyond the School Gates

Can Full Service and Extended Schools Overcome Disadvantage?

Colleen Cummings, University of Newcastle, UK,
Alan Dyson, University of Manchester, UK and
Liz Todd, University of Newcastle, UK



Around the world, schools are being asked to offer new services to students, families and communities in order to overcome the effects of disadvantage.

Referred to as 'extended', 'full service' or 'community' schools, they extend their provision so that they are open beyond the normal school day, in order to work with families and local communities.

This book, for the time ever, critically examines the role of full service and extended schools. The authors draw on their extensive international evaluations of this radical new phenomenon to ask:

- What do extended or full service schools hope to achieve, and why should services based on schools be any more effective than services operating from other community bases?
- What pattern of services and activities is most effective?
- What does extended schooling mean for children and families who are not highly disadvantaged, or for schools outside the most disadvantaged areas?
- How can schools lead extended services at the same time as doing their 'day job' of teaching children?
- Why should schools be concerned with family and community issues?
- Beyond the advocacy of 'extended provision', what real evidence is there that schools of this kind make a difference, and how can school leaders evaluate the impact of their work?

This book will be of interest to anyone involved in extended and full service school provision, as a practitioner, policy-maker, or researcher.

March 2011: 234 x 156: 176pp
Hb: 978-0-415-54866-3: **\$120.00**
Pb: 978-0-415-54875-5: **\$36.95**

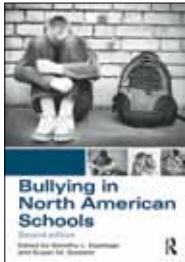
For more information, visit:
www.routledge.com/9780415548755

NEW

2nd Edition

Bullying in North American Schools

Edited by **Dorothy L. Espelage**, University of Illinois at Urbana-Champaign, USA and **Susan M. Swearer**, University of Nebraska at Lincoln, USA



Bullying in North American Schools is an exciting compilation of research on bullying in school-aged youth by a representative group of researchers, including developmental, social, counselling, school, and clinical psychologists across North America.

This new edition:

- illustrates the complexity of bullying behaviours and offers suggestions for
- decision-making to intervene and work to reduce bullying behaviours
- provides empirical guidance for school personnel as they develop bullying
- prevention and intervention programs or evaluate existing programs
- uses a social-ecological perspective in which bullying is examined across
- multiple contexts including individual characteristics, peer and family
- influences, and classroom dynamics
- includes basic research data from leaders in the field of bullying and
- victimization in the United States and Canada
- teaches practical implications of various types of programs and how to choose and implement one that fits their school ecology.

This text will help your students understand how to prevent bullying behaviour and how to select and manage intervention efforts in schools and school districts.

October 2010: 254 x 178: 336pp
 Hb: 978-0-415-80654-1: **\$160.00**
 Pb: 978-0-415-80655-8: **\$62.95**
 eBook: 978-0-203-84289-8

For more information, visit:
www.routledge.com/9780415806558



Trust and Betrayal in Educational Administration and Leadership

Edited by **Eugenie A. Samier**, The British University in Dubai, United Arab Emirates and **Michèle Schmidt**, Simon Fraser University, Canada

Series: Routledge Research in Education

This collection explores critical and foundational theory for trust in educational administration and leadership as it influences a broad range of topics, such as ethics, governance, diversity, policy, management, and power. It demonstrates the relevance of this foundation to practical issues and problems internationally, both within the organizational context and extra-organizationally. Contributors from throughout the world focus on the application of trust factors as they affect our understanding of, and practice in, educational organizations. This volume will be of interest to students and faculty of educational administration theory, the policy and politics of education, and educational leadership as well as practitioners and policy-makers.

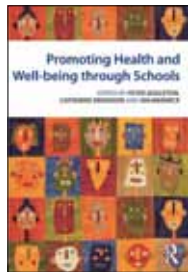
April 2010: 229 x 152: 246pp
 Hb: 978-0-415-87340-6: **\$95.00**
 eBook: 978-0-203-85241-5

For more information, visit:
www.routledge.com/9780415873406

Promoting Health and Well-being through Schools



Edited by **Peter Aggleton**, University of Sussex, UK, **Catherine Dennison** and **Ian Warwick**, Institute of Education, University of London, UK



The contribution schools can make to improving students' health and well-being is increasingly recognised. Schools that have embraced this role and adapted policies and practices to create an environment in which young people feel safe and happy have reported broad and significant gains.

Through expert contributions from active researchers and experienced practitioners, *Promoting Health and Well-being through Schools* combines recent research with knowledge of the current climate in which schools are operating. Offering authoritative advice on effective intervention, this book provides an overview of the key issues that need to be addressed, including:

- alcohol use
- sexual health
- drug use
- obesity
- mental health.

This accessible text is innovative in its focus on how schools can build partnerships with young people, parents, and health professionals to promote their commitment to health and well-being. It highlights successful approaches for promoting health and educational goals, and provides useful advice on planning and evaluation.

Promoting Health and Well-being through Schools is invaluable reading for professionals working in and with schools to implement healthy schools programmes and to bring about improvement in health and well-being, including teachers, nurses, and health and education managers. It is also of interest to students, researchers and policy-makers.

January 2010: 234 x 156: 192pp
Hb: 978-0-415-49341-3: **\$125.00**
Pb: 978-0-415-49342-0: **\$42.95**
eBook: 978-0-203-86009-0

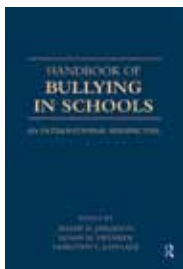
For more information, visit:

www.routledge.com/9780415493420

Handbook of Bullying in Schools

An International Perspective

Edited by **Shane R. Jimerson**, University of California, Santa Barbara, USA, **Susan M. Swearer**, University of Nebraska, Lincoln, USA and **Dorothy L. Espelage**, University of Illinois at Urbana-Champaign, USA



The Handbook of Bullying in Schools: An International Perspective is a comprehensive analysis of the worldwide bullying phenomena. It is the first volume to systematically review and integrate what is known about how cultural and regional issues affect bullying behaviour and its prevention.

2009: 254 x 178: 624pp
Hb: 978-0-8058-6392-5: **\$295.00**
Pb: 978-0-8058-6393-2: **\$114.95**
eBook: 978-0-203-86496-8

For more information, visit:

www.routledge.com/9780805863932

Handbook of School-Family Partnerships

Edited by **Sandra L. Christenson**, University of Minnesota, USA and **Amy L. Reschly**, University of Georgia, USA



Family and community involvement are increasingly touted as a means of improving both student and school-level achievement. This has led to an increase in policies, initiatives and goals designed to address family involvement in schools. Once recognized and implemented, such family-school partnerships can lead to the following benefits: enhanced communication and coordination

between parents and educators; continuity in developmental goals and approaches across family and school contexts; shared ownership and commitment to educational goals; increased understanding of the complexities of children's situations; and the pooling of family and school resources to find and implement quality solutions to shared goals.

2009: 246 x 174: 544pp
Hb: 978-0-415-96375-6: **\$195.00**
Pb: 978-0-415-96376-3: **\$114.95**
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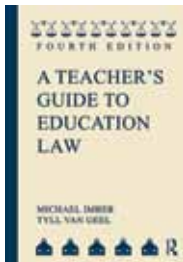
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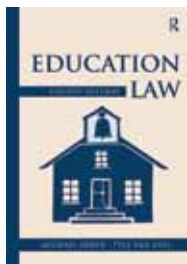
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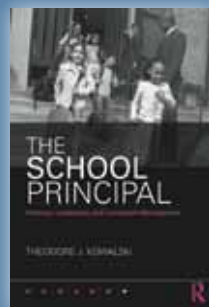
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