

1. Record Nr.	UNINA9910455518303321
Titolo	The fragile tropics of Latin America [[electronic resource]] : sustainable management of changing environments / / edited by Toshie Nishizawa and Juha I. Uitto
Pubbl/distr/stampa	Tokyo ; ; New York, : United Nations University Press, c1995
ISBN	0-585-22997-X
Descrizione fisica	x, 325 p. : ill
Altri autori (Persone)	NishizawaToshie <1929-> UittoJuha I
Disciplina	363.7/0098
Soggetti	Ecology - Latin America Ecology - Tropics Environmental policy - Latin America Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references.

2.	Record Nr.	UNISALENTO991003963629707536
	Autore	Panov, Vasilij Nikolaevic
	Titolo	Shahmaty dlja nachinajushih / B.N. Panov
	Pubbl/distr/stampa	Moskva : Fizkul'tura i sport, 1955
	Edizione	[3. perer. i ispr. izd]
	Descrizione fisica	206 p. : ill. ; 20 cm
	Disciplina	794.1
	Soggetti	Scacchi
	Lingua di pubblicazione	Russo
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
3.	Record Nr.	UNINA9910154854103321
	Titolo	Cultures of Educational Leadership : Global and Intercultural Perspectives / / edited by Paul Miller
	Pubbl/distr/stampa	London : , : Palgrave Macmillan UK : , : Imprint : Palgrave Macmillan, , 2017
	ISBN	9781137585677 1137585676
	Edizione	[1st ed. 2017.]
	Descrizione fisica	1 online resource (VIII, 272 p. 4 illus.)
	Collana	Intercultural Studies in Education, , 2947-9134
	Disciplina	370.116 370.9
	Soggetti	International education Comparative education School management and organization International and Comparative Education Organization and Leadership
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1. Cultures of Educational Leadership: Researching and Theorising Common Issues in Different World Contexts; Paul Miller -- Chapter 2. A Social Justice Perspective on Women in Educational Leadership; Deirdre Torrance, Kay Fuller, Rachel McNae, Carmel Rooft & Rowena Arshad -- Chapter 3. Educational Leadership among Women of Colour in United States, Canada, New Zealand; Elizabeth Murakami, Gaetane Jean-Marie, Lorri Santamaria & Ann E. Lopez -- Chapter 4. A Comparative Analysis of Intersections of Gender and Race among Black Female School Leaders in South Africa, United Kingdom and the United States; Pontso Moorosi, Kay Fuller & Elizabeth Reilly -- Chapter 5. The Challenge of Leadership: Ethnicity and Gender among School Leaders in London, Malaysia and Pakistan; Victoria Showunmi & Maria Kaparou -- Chapter 6. Gender and Leadership in Brazilian, Singaporean and Spanish Secondary Schools: An In-Depth Analysis Based on the 2013 TALIS; Marina García-Carmona, Miren Fernández-de-Álava & Carla Quesada-Pallarès -- Chapter 7. Policy Leadership, School Improvement and Staff Development in England, Tanzania and South Africa: Schools Working Together; David Middlewood, Ian Abbott, Vhonani Netshandama & Philip Whitehead -- Chapter 8. Leadership for the Attainment of Improved School Outcomes: A Brazilian, Australian and Maltese Study; Lindy-Anne Abawi, Ana Maria de Albuquerque Moreireira & Christopher Bezzina -- Chapter 9. Sustaining Growth of Novice Teachers to Leadership through Mentorship Process: A Study of Praxis in Brazil, Canada, Pakistan, and South Africa; Elizabeth Majocha, Marco Antonio Costa, Mamotena Mpeti, Nargis Ara, Catherine Whalen & Terezinha Alves Fernandes -- Chapter 10. Cross-Cultural Stories of Practice from School Leaders; Joan Conway, Dorothy Andrews, Leentjie van Jaarsveld & Cheryl Bauman -- Chapter 11. Whole School Development across Borders: Leading Intercultural and Cross-Cultural Learning; Paul Miller & Ian Potter.
Sommario/riassunto	This book explores how to be fully cross-cultural and intercultural with research and theory building in educational leadership. It adopts an integrated approach to the examination of common issues across and between cultures and contexts. Each chapter examines an issue or a set of issues that builds on evidence from a minimum of three countries across at least two continents. The data collection methods are consistent for all countries and therefore allow meaningful conclusions to be drawn across the field. All six continents are represented in the book, including both developing and developed countries, to ensure an open dialogue and an innovative approach to lay the foundations for future research.