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Leadership for Change in Teacher Education: Voices of Canadian Deans of Education presents a rich sampling of diverse perspectives on the topic in a unique collection of reflections contributed by Canadian deans of education. The focus of the inquiry, “What would we hear from deans of education invited to share their perspectives on leadership for change in contemporary teacher education?” invited deans of education to reflect on the research, policies and practices currently informing their leadership. The results, fourteen engaging and provocative essays, offer important insights and increased understandings of the complex nature of their work and explore concerns raised in relation to lived experience and the multi-faceted processes of leading change for teacher education in contemporary contexts. Reflections in these short essays underscore the critical role of deans in provoking, supporting and championing new ideas and approaches to pedagogy for teacher education, and make clear the complexities inherent in leading the change. The Coda highlights the limited scope of related research available in the current literature and recommends urgent attention, in both research and practice, to the preparation of deans and support for their ongoing professional learning and sustainable leadership. This book will be of great interest to scholars, deans of education, teacher educators, university administrators and other policymakers.

“Leadership for Change was a catalyst to immersing myself in this book, promising as it does the “Voices of Canadian Deans of Education”. A member of the Association of Canadian Deans of Education (ACDE) for over a decade, I have been honoured to join these voices around many conference tables and other informal sessions. The promise of important insights these voices can share is fulfilled within every one of the compelling chapters. The book reminds us of the diverse geographical, political, and theoretical contexts that enhance understandings of multiple perspectives on leadership and the complex educational challenges inherent in contemporary teacher education. A deep commitment to public education and a profound work ethic towards stellar, relevant teacher education resonates across the work of these deans of education. This thought-provoking book makes a valuable contribution to the literature on reconceptualising leadership for teacher education.” – Professor Fern Snart, Dean of Education, University of Alberta.
