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| 1. Record Nr. | UNINA9910780668803321 |
| Autore | Sheppard Alice (Alice Juanita) |
| Titolo | Families of the king : writing identity in the Anglo-Saxon Chronicle // Alice Sheppard |
| Pubbl/distr/stampa | Toronto, [Ontario] ; ; Buffalo, [New York] ; ; London, [England] : , : University of Toronto Press, , 2004 ©2004 |
| ISBN | 1-4875-0677-5 1-281-99276-3 9786611992767 1-4426-7479-2 |
| Edizione | [2nd ed.] |
| Descrizione fisica | 1 online resource (278 p.) |
| Collana | Toronto Old English Series |
| Disciplina | 942.01 |
| Soggetti | Geschichtsbild König HISTORY / Medieval History Electronic books. Great Britain Kings and rulers Great Britain History Anglo-Saxon period, 449-1066 Historiography Great Britain History Norman period, 1066-1154 Historiography |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and indexes. |
| Nota di contenuto | Introduction : reading the Chronicle's past -- ; 1. Writing identity in Chronicle history -- ; 2. Making Alfred king -- ; 3. Proclaiming Alfred's kingship -- ; 4. Undoing Aethelred -- ; 5. Unmaking Aethelred but making Cnut -- ; 6. Writing William's kingship -- ; 7. Conclusion : after lives. |
| Sommario/riassunto | "In Families of the King, Alice Sheppard explicitly addresses the larger interpretive question of how the manuscripts function as history. She shows that what has been read as a series of disparate entries and peculiar juxtapositions is in fact a compelling articulation of collective identity and a coherent approach to writing the secular history of |

invasion, conquest, and settlement."--Jacket.

"The annals of the Anglo-Saxon Chronicle are fundamental to the study of the language, literature, and culture of the Anglo-Saxon period. Ranging from the ninth to the twelfth century, the Chronicle's five primary manuscripts offer a virtually contemporary history of Anglo-Saxon England, contribute to the body of Old English prose and poetic texts, and enable scholars to document how the Old English language changed."

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| 2. Record Nr. | UNINA9910824430603321 |
| Autore | Bottery Mike |
| Titolo | Educational leadership for a more sustainable world // Mike Bottery |
| Pubbl/distr/stampa | London, England : , : Bloomsbury Academic, , 2016 ©2016 |
| ISBN | 1-4725-6828-1 1-4725-6827-3 |
| Descrizione fisica | 1 online resource (241 p.) |
| Classificazione | EDU032000EDU001000 |
| Disciplina | 371.2 |
| Soggetti | Educational leadership School management and organization Education - Environmental aspects Climatic changes Sustainability |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Cover page ; Halftitle page ; Series page ; Title page ; Copyright page ; CONTENTS; ACKNOWLEDGEMENTS; PREFACE; PART ONE Describing and Identifying the Problems; CHAPTER ONE Leading Sustainability, Sustaining Leadership ; Introduction: A leadership of pressure and paradox?; Sustainability through the greater recognition of complexity; Educational leadership and the evaluation of contrasting claims; An educational leadership response; CHAPTER TWO The Meanings of Sustainability and the Dynamics of its Decline ; Creating greater |

sustainability: Maintenance or change?

Business influences on the definition of sustainability Sustainability and educational leadership; Environmental influences on sustainability; From sustainability to unsustainability: The stressing of systems; Reaching crisis point; What can be learnt about the sustainability of educational leadership from such comparisons? ; Conclusions; CHAPTER THREE Tame, Wicked and Humble Leadership; Introduction; Living in a complex world; The tame and the wicked; Wicked problems; Tame and wicked distinctions, or tame and wicked continua?; The advent of super-wicked problems?

Changing the nature of educational leadership Conclusion: Tame, wicked and humble leadership; CHAPTER FOUR Efficiency, Sufficiency and Educational Leadership; Introduction; Efficiency as an unsustainable concept; Efficiency in a wider societal role; Sufficiency as an imperative value; Sufficiency as a necessary but not a sufficient condition; Sustainability, sufficiency and changing leadership values; As many problems as answers; or as many answers as problems?; Reflecting on macro-problems; PART TWO Global Drivers of Unsustainability ; CHAPTER FIVE Cultures of Economic Growth and Consumption

Introduction: Consumption, storage and clutter Economic imperialism?; The concept of economic growth; (a) Description or prescription; (b) Do people always choose to consume, or are they persuaded into believing they must?; (c) What threats are posed by making consumerism a primary personal and social goal?; Final thoughts: Is consumption then really that good, or are there other goods more worth having?; CHAPTER SIX Global Energy Challenges; Introduction: Raising the flag; Is the challenge one of energy supplies, or one of EROI?; How quickly are we moving from 'easy' to 'tough' energy?

It's not what's there, it's what you can access . . . International problems and national energy security; The future of unconventional energy sources; A super-wicked problem requiring a super-wicked response?; Energy trends, climate change and educational involvement; Energy and the impact on education; Educational localization; Final thoughts; CHAPTER SEVEN Climate Change and the Assessment of Evidence; Introduction; The problem of climate change from different perspectives; The role of the economist in climate change; Fuel usage, greenhouse gases and climate change
Further confirmatory evidence

Sommario/riassunto

"Educational Leadership for a More Sustainable World argues that current crises in educational policies and practice, including the recruitment and retention of educational leaders, ultimately derive from the interactions between four key challenges which also underpin current global and societal issues of sustainability: A culture of consumption Global energy demands Climate change Emerging population patterns Mike Bottery argues that problems in dealing with these four global challenges, as well as many crises in education, are in large part due to a failure to appreciate their complex interactions and effects, and of the need for sufficiently complex responses. The result is that many policies in many areas hinder rather than facilitate appropriate solutions. However, by showing that the dynamics of crises in educational sustainability have many similarities to those of global systems, this book argues that the adoption of a number of core practices and values can help educational leaders develop greater sustainability, not only in their own area of activity but can also help them make a valuable contribution to greater sustainability at the global level as well"--
