

1. Record Nr.	UNINA9910798046603321
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"--

---