

1. Record Nr.	UNINA9911001463803321
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Titolo	Generative Leadership : Rescripting the Promise of Action Research // by Christine Joy Edwards-Groves, Karin Rönnerman
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2021
ISBN	981-334-563-2
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (142 pages)
Disciplina	370.72
Soggetti	Teachers - Training of Professional education Vocational education Teaching and Teacher Education Professional and Vocational Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1) Introduction -- Background to this book -- Research drawn upon -- Participants being on-going since 2000 -- Message of the book.-Chapter 2) Action research and professional learning -- Introducing the message of the chapter with a vignette -- Action research as professional development - reclaiming the space -- Different aspects of professional learning -- Professional learning as developing - Compassion, Care, Collaboration, Commitment, Connection, Communication -- Development of professional activism -- Chapter 3) Transforming (learning for leading) -- Introducing the message of the chapter with a vignette -- Processes of learning -- Modelling -- Translation into own practice -- Enacting professional activism -- Chapter 4) Leading -- Introducing the message of the chapter with a vignette -- Acting professionally as a leader -- The generative development of leading practices -- Facilitate professional learning in different sites -- Chapter 5) Conclusion -- Introducing the message of the chapterwith a vignette -- How education practices 'hang together' ecologically -- Education for sustainability -- Implications for teachers -- Implications for leaders -- Implications for principals -- Implications for policymakers locally, nationally and

internationally.

Sommario/riassunto

This book is about the generative nature of leading practices when teachers, as learners, participate in long term action research projects for the purpose of professional development. This book also shows how practices of professional learning and practices of leading can be understood as related (and developed) in ecologies of practices; the authors show how these are explicitly connected. These findings direct readers to the connectivity between professional learning and leading practices that over time - after participating in long term action research programs - emerged as 'significant' yet 'unexpected' outcomes.