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Nota di contenuto

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Chapter 1. Introduction: An International and Future Focused Perspective to the Development of Educational Leadership Preparation and Development - David Gurr and Peng Liu -- Part I: Future-focused approach for the preparation and development of teacher and middle leaders -- Chapter 2: A future-focused approach for the preparation and development of teacher and middle leaders - David Gurr, Berni Moreno, Lawrie Drysdale and Helen Goode -- Chapter 3: Leadership learning for teacher leadership competency development of pre-service teachers in Canada: Approaches and prospects - Peng Liu, Rosheedat Adeniji and Xuyang Li.-Part II: A future-focused approach to leadership preparation for equity, inclusion, and social justice -- Chapter 4: Social Justice Leadership and The Digital Divide in Education - Devery Rodgers -- Chapter 5: Preparing leaders for social justice. Insights for self-reflection - Cristina Moral-Santaella -- Chapter 6: Leadership for Equity starts with the disposition of the Leader - Ian Potter -- Chapter 7: The Path to Respectful Education and Inclusion: Leadership Preparation at the Crossroads - Patricia Silva, Charles Slater and Serafín Antúnez -- Section III: School, community and university partnerships for leadership preparation and development -- Chapter 8: Building Bridges: The Collaborative Power of School-University Partnerships in Leadership Preparation - Peter Moyi, Suzy Hardie -- Chapter 9: Filling the Gap: Rural School Leadership Development for Increased Teacher Retention in a University-District Partnership - Noelle A. Paufler, Angela Danielle Carter, Hans Klar -- Chapter 10: Political Acuity in School Principalship: Implications for Leadership Preparation, Development and Praxis - Alison Mitchell -- Part IV: Leadership training programs for future leadership development -- Chapter 11: Principals' Continuing Development: Culturally Competent Leadership is Not Enough - Pamela S. Angelle -- Chapter 12: Redesigning Principal Preparation Programs to Equip Leaders to Meet the Needs of the Future - Kaneshia Dorsan, Jami Berry, Karen Bryant and Amanda Cavin -- Chapter 13: Preparing, recruiting and retaining school principals: lessons from Into Headship, the Scottish headteacher preparation programme - Julie Harvie, Zoë Robertson and Kevin Brack -- Chapter 14: Rebuilding Democracy through School Leadership Training Program: A Swedish Case - Helene Årlestig and Olof Johansson -- Chapter 15: Preparing for principalship: Case studies from Aotearoa New Zealand - Sylvia Robertson and Michele Morrison -- Chapter 16: Rejuvenating School Leadership Preparation and Development: Lessons from the COVID-19 Pandemic - Nathern Okilwa, Bruce Barnett and Susan Cleveland -- Chapter 17: Leading in the Time of Instantaneity and Unpredictability: The Urgent Call to Develop and Empower School Leaders to Be Innovative and Creative - Miguel M. Gonzales, Stefan Brauckmann-Sajkiewicz and Petros Pashiardis -- Part V: Conclusion -- Chapter 18: Future perspectives on educational leadership preparation and development -- David Gurr and Peng Liu.

Sommario/riassunto

This collection addresses key issues in the preparation and development of school leaders across eight countries and four world areas (North America, United Kingdom, Europe and Australasia). The work offers evidence-based insights into the current and future leadership preparation and development needed for school success. The future focus extends across the coming two or more decades and challenges the reader to consider how schools will likely develop and the leadership we will need in these schools. The book comes at a time when many schools are faced with significant challenges, including enduring impacts from the pandemic, teacher shortages and the incorporation of new technologies such as generative AI. Leadership in

schools has never been more important and it is timely to consider the leadership preparation and development we need now and into the future. There are chapters that address leadership from pre-service and early career teachers through to principals, providing a whole of career focus. The authors are part of the International Leadership Development Network, and use their extensive research to consider the important areas of teacher and middle leaders; leadership for equity, inclusion, and social justice; and school, community and university partnerships. It is a book that will prove useful to teachers and school leaders, system leaders, university faculty and graduate researchers.
