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KEY SYMBOLS



Companion Website

SCHOOL LEADERSHIP

Leading School Transformation Series

Series Edited by **Alma Harris, Sue Williamson and Claire Mathews**

The Leading School Transformation series brings together leading researchers and writers to identify the latest thinking about new and innovative leadership practices that transform schools and school systems. The books have been written with educational professionals in mind, and draw upon the latest international research and evidence to offer new ways of thinking about leadership; provide examples of leadership in practice; and identify concrete ways of transforming leadership for schools and school systems in the future.

NEW

Leadership Mindsets

Innovation and Learning in the Transformation of Schools

Linda Kaser and Judy Halbert, both at University of Victoria, Canada



The evidence is clear – school leaders make a difference to the learning of the pupils they serve. And yet, not all leaders have the same degree of impact. Why are some leaders able to raise student achievement in schools in the most challenging circumstances, whilst other leaders struggle to simply maintain the status quo?

Drawing from international case study research over many years, from the experience of hundreds of

school leaders serving widely diverse communities, Judy Halbert and Linda Kaser argue that there are six distinct mindsets that characterize the way successful, learning-oriented leaders operate and make sense of their professional world. These leaders are: motivated by intense moral purpose; knowledgeable about current models of learning; consistently inquiry-oriented; able to build trusting relationships; evidence-informed and able to move to wise action.

This book outlines an alternative way of thinking about school leadership. It examines research evidence that leaders will find most useful and suggests how they might use this evidence to maximise their learning and the learning of their students.

February 2009: 216 x 138: 184pp
Hb: 978-0-415-47693-5: **\$150.00**
Pb: 978-0-415-47694-2: **\$42.95**
eBook: 978-0-203-88115-6

www.routledge.com/9780415476942

Distributed School Leadership

Developing Tomorrow's Leaders

Alma Harris, University of Warwick, UK

Foreword by **Jim Spillane**, Northwestern University, USA



This book focuses on the why, how and what of distributed leadership by offering a practical insight into what it looks like in schools. It argues that our new system leaders are already in schools and that the main challenge is to develop them and maximise their collective capacity to make a difference. Drawing on the 'Developing Leaders Programme', which aimed to develop young leaders in schools,

it provides practical examples and case-study evidence of distributed leadership in action.

The main aims of the book are to:

- provide a clear account of more widely distributed leadership
- offer evidence about its positive impact on organisational and individual learning
- give case-study exemplars and practical illustrations of how it works in practice.

The book also considers the leadership of networks and the new forms of partnership schools are engaged in. It looks at how lateral capacity is built and the part distributed leadership plays in generating leadership capacity between schools. It will be of interest to headteachers, aspiring school leaders, teachers and educational professionals.

2008: 216 x 138: 192pp
Hb: 978-0-415-41957-4: **\$135.00**
Pb: 978-0-415-41958-1: **\$37.95**

Raising the Stakes

From Improvement to Transformation in the Reform of Schools

Brian J. Caldwell, University of Melbourne, Australia and **Jim Spinks**, Education Consultant, Australia



Breaking new ground by showing how to deploy all available resources – from finance to staff to culture to other organisations, *Raising the Stakes* provides an understanding of the breadth of resources that are needed in order to provide a quality education to all students.

2007: 216 x 138: 256pp
Hb: 978-0-415-44045-5: **\$135.00**
Pb: 978-0-415-44046-2: **\$37.50**
eBook: 978-0-203-93997-0

www.routledge.com/9780415440462

NEW

Changing Schools Through Systematic Inquiry

Why and How School Leaders Do Research

Pat Thomson, University of Nottingham, UK and **Jill Blackmore**, Deakin University, Australia

Educational systems around the world now understand that school change is dependent on the understandings and skills of those that lead them. There is an increasing understanding that school change is more effective when it is locally designed to suit specific histories and conditions, and that school-based research makes an important contribution to successful reform. However, there are relatively few books that address how local research can complement larger scale evidence to produce successful school redesign. This book fills that gap.

The authors begin by detailing the need for and power of inquiry led change. They discuss common arguments and reasons for school reform, covering the UK, US, Australia and New Zealand, Canada and Europe and outline the role of leaders in designing, planning, steering, managing and evaluating change.

Then by using actual examples of school leaders' use of systematic inquiry in schools in England, North America, Israel, and Australia they provide a well-theorised and practical guide to the use and conduct of systematic change-oriented inquiry. The examples chosen show 'warts and all' perspectives on the practices of inquiry based reform and offer hopeful and optimistic narratives, without prescribing one-best solutions and generic approaches that never fit individual situations well. Firmly founded on a strong theoretical foundation and the authors' pragmatic advice, this book:

- recognises the messy everyday reality of schools
- avoids a simplistic tool-kit approach to both organisation change and to practitioner research
- encourages school leaders and researchers to develop a repertoire of approaches to inquiry
- links classroom and program based research to school improvement
- elaborates a range of research-based change strategies
- situates school change in international contexts
- addresses issues around commissioning research
- connects research to tangible issues in change.

June 2010: 234 x 156: 176pp
Hb: 978-0-415-46552-6: **\$150.00**
Pb: 978-0-415-46553-3: **\$45.95**
eBook: 978-0-203-85739-7

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NEW**The School Principal**

Contemporary Practice Perspectives

Theodore Kowalski, University of Dayton, USA

Over the past two decades, efforts to improve schools have significantly modified role expectations for principals. Today, school-level administrators are expected to be both visionary leaders and competent managers. Based on the conviction that administration is an amalgam of leadership, management, and human relations, *The School Principal* emphasizes the need for practitioners to apply conceptual skills to make 'what to do' decisions, to apply technical skills to make 'how to do' decisions, and to apply relational skills to engage in democratic decision making. Divided into parts based on leadership responsibilities, management responsibility, and pervasive challenges that today's school principals must deal with, this book provides a balance between theory, research, and contemporary practice.

July 2010: 254 x 178: 380pp

Hb: 978-0-415-80622-0: **\$149.95**Pb: 978-0-415-80623-7: **\$79.95**

eBook: 978-0-203-85739-7

www.routledge.com/9780415806237**NEW****The Challenges of School District Leadership****Daniel L. Duke**, University of Virginia, USA

Despite the rising interest in school districts, there are relatively few comprehensive resources available for graduate students in educational leadership programs. *The Challenges of School District Leadership* takes the position that the best way to prepare the next generation of school leaders is to make certain that they are prepared to address the unending challenges that characterise public education today. Drawing on the latest research as well as actual examples, the book spotlights ten of the perennial challenges facing superintendents and school boards. Among the challenges discussed in detail are balancing equity and excellence, accommodating demographic change, coping with the increasing politicization of district leadership, deciding how to organize (or reorganise) a school system, and meeting the demands of educational accountability. This text is appropriate for graduate students in educational leadership, education policy, and the politics of education.

May 2010: 234 x 156: 304pp

Hb: 978-0-415-99622-8: **\$135.00**Pb: 978-0-415-99623-5: **\$59.95**

eBook: 978-0-203-85427-3

www.routledge.com/9780415996235**NEW****Action Learning in Schools**

Reframing Teachers' Professional Learning and Development

Peter Aubuson, University of Technology, Sydney, Australia, **Robyn Ewing**, University of Sydney, Australia and **Garry Hoban**, University of Wollongong, Australia

Teaching is becoming increasingly complex in the twenty-first century, creating a need for more sophisticated frameworks to support teachers' professional learning. Action learning is one such framework and has been used for workplace learning in business settings for many years. It is now becoming increasingly popular in school and university settings, but it is often misunderstood.

This book clarifies what action learning is, linking key concepts to illustrate that it is not merely a process, but a dynamic interaction between professional learning, communities, leadership and change. The book brings together more than a decade of the authors' research in school-based action learning.

Rich and diverse, the research draws on more than 100 case studies of action learning by teams of teachers in schools. The authors:

- provide practical advice on how to initiate and sustain action learning
- explain the interaction between action learning, teacher development, professional learning, community building, leadership and change
- illustrate how action learning can link to classroom practice so closely that it becomes part of what teachers do, rather than an added impost.

Addressing the highs and lows, the successes and failures, and their underlying causes, *Action Learning in Schools* provides insights into theories of cooperation, innovation, leadership and community formation to inform individual projects and large-scale school improvement initiatives. It will be of interest to teacher educators, pre-service and experienced teachers alike, as well as school and education system managers and policymakers keen to enhance teacher professional learning and educational outcomes for students.

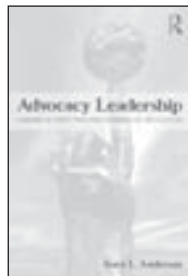
June 2009: 234 x 156: 160pp

Hb: 978-0-415-47514-3: **\$125.00**Pb: 978-0-415-47515-0: **\$37.95**www.routledge.com/9780415475150**CONTACT US** – for more information, email: education@routledge.comeBooks: www.ebookstore.tandf.co.ukeUpdates: www.tandf.co.uk/eupdates

NEW**Advocacy Leadership**

Toward a Post-Reform Agenda in Education

Gary L. Anderson, New York University, USA

Series: Critical Social Thought

Educational leaders – and other school professionals – are experiencing a new work environment in which contracting, outsourcing, student recruitment, public relations, and an obsession with test scores are taking centre stage. Leaders are pushed to be entrepreneurial managers, increasingly expected to act less like educators and more like MBAs. In this timely and important new book, Gary L. Anderson

provides a devastating critique of why this managerial role is counterproductive, especially for improving opportunities for low-income students and students of colour, and instead proposes ways of re-theorising educational leadership to emphasize its advocacy role. *Advocacy Leadership* lays out a post-reform agenda that moves beyond the neo-liberal, competition framework to define a new accountability, a new pedagogy, and a new leadership role definition. Drawing on personal narrative, discourse analysis, and interdisciplinary scholarship, Anderson delivers a compelling argument for the need to move away from current inauthentic and inequitable approaches to school reform in order to jump-start a conversation about an alternative vision of education today.

March 2009: 229 x 152: 232pp
 Hb: 978-0-415-99427-9: **\$125.00**
 Pb: 978-0-415-99428-6: **\$36.95**
 eBook: 978-0-203-88061-6

www.routledge.com/9780415994286

NEW**A Good School for Every Child**

How to Improve Our Schools

Cyril Taylor



Sir Cyril Taylor has been at the heart of English education for over two decades, serving as an adviser to ten successive UK Education Secretaries and Four Prime Ministers, both Conservative and Labour, including Margaret Thatcher and Tony Blair.

A Good School for Every Child draws on his wealth of experience. While offering an insider's look at some of the key challenges in

education, it is also an invaluable guide for parents and teachers interested in how our schools work today. There is a particular focus on how to raise standards in low attaining schools, improving levels of literacy and numeracy and teaching our children the skills they need for the twenty-first century.

This book is also a clarion call to our political leaders about the challenges that still remain: the education of children in care, the failure to challenge able youngsters and the problems recruiting enough good science teachers.

Education is more open today than ever before, with league tables and inspection reports. Yet for many outsiders, it can seem a world clouded by its own language and rituals. Cyril Taylor opens the door to that world, through stories of inspirational headteachers and successful schools. By doing so he offers a vision that is both instructive and inspirational, one that shows how schools working with parents and the wider community can raise the standards of achievement for all their pupils.

February 2009: 246 x 174: 224pp
 Hb: 978-0-415-48252-3: **\$150.00**
 Pb: 978-0-415-48253-0: **\$37.95**
 eBook: 978-0-203-87848-4

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NEW

Handbook of Research on the Education of School Leaders

Edited by **Michelle D. Young**, University of Texas at Austin, USA, **Gary M. Crow**, Indiana University, USA, **Joseph Murphy**, Vanderbilt University, USA and **Rodney T. Ogawa**, University of California – Santa Cruz, USA

Sponsored by the University Council of Educational Administration



This comprehensive handbook is the definitive work on leadership education in the United States. An in-depth portrait of what constitutes research on leadership development, this handbook provides a plan for strengthening the research-based education of school leaders in order to impact leadership's influence on student engagement and learning.

Although research-oriented, the content is written in a style that makes it appropriate for any of the following audiences: university professors and researchers, professional development providers, practicing administrators, and policy makers who work in the accreditation and licensure arenas.

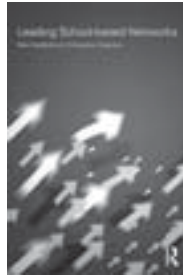
July 2009: 254 x 178: 584pp
Hb: 978-0-8058-6157-0: **\$295.00**
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NEW

Leading School-Based Networks

Mark Hadfield, University of Wolverhampton, UK and **Christopher Chapman**, University of Manchester, UK



The persistent challenge of achieving excellence and equity within education systems has renewed interest in generating context-specific solutions through localised school networks. But how can successful school networks be developed?

Based around the lifecycle of a network, this book traces the development of a network from its initial inception, exploring the ways in which it can be sustained and remain capable of meeting the future challenges faced by schools and their communities. The book explores a series of important issues facing school leaders, including:

- the benefits of investing time and energy in networks with other schools and communities
- the particular problems faced by schools and the education system which are best tackled by network-based solutions
- the advantages for schools and communities of engaging with collaborative reform agenda
- the ways in which networks can be managed, and the differences between leading a school or a team and a network
- the elements which make an effective network.

The book draws on UK and international research to discuss the development and leadership of networks and to outline a number of tried-and-tested leadership approaches. In addition, the authors draw on their own experience and research to provide accounts of real networks to expose the realities of networking. Each chapter tackles a key leadership issue and ends with a series of tools to support those leading and facilitating networks tackle these in practice.

This book will be of interest to practising school leaders, network co-ordinators, postgraduate students and those researching educational leadership and school improvement.

March 2009: 234 x 156: 176pp
Hb: 978-0-415-46464-2: **\$150.00**
Pb: 978-0-415-46465-9: **\$42.95**
eBook: 978-0-203-87900-9

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NEW

School Leadership: Heads on the Block?

Pat Thomson, University of Nottingham, UK



Most teachers become heads for idealistic reasons, wanting to make a difference to the lives of children and young people. Yet serving heads suggest the job is getting harder, talking openly about stress and leaving the job. Many teachers now see headship as a risky business, and succession planning, while necessary, will not on its own be sufficient to attract the diverse range of applicants required to satisfactorily fill

leadership positions. *School Leadership: Heads on the Block?* addresses this shortage. It suggests there is no crisis in supply per se, but that schools in some locations find it difficult to attract the 'right people with the right stuff'. The book examines the expectations of heads, the hours they are expected to work and the nature of everyday demands. It proposes that 'sudden death' accountabilities act as a major disincentive to potential applicants, and outlines a series of policy measures to tackle the kinds of daily pressures heads now experience.

Key features of the book:

- draws on a wide range of material, ranging from published research, interviews and media clippings to popular films and children's novels
- makes extensive use of headteachers' words and stories
- based in the author's own experiences of headship, tackling issues that leadership books often ignore.

The book will be of interest to headteachers, headteachers' professional associations, teachers and those who study teaching. It will be useful to policy makers, those responsible for the education of potential heads and for headteacher professional development.

February 2009: 234 x 156: 192pp
Hb: 978-0-415-43073-9: **\$150.00**
Pb: 978-0-415-43075-3: **\$42.95**
eBook: 978-0-203-87053-2

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Activist Educators

Breaking Past Limits

Edited by **Catherine Marshall** and **Amy L. Anderson**, both at University of North Carolina – Chapel Hill, USA

Series: *Teaching/Learning Social Justice*



Taking an active stand in today's conservative educational climate can be a risky business. Given both the expectations of the profession and the challenge of participation in social justice activism, how do educator activists manage the often competing demands of professional and activist commitments? *Activist Educators* offers a view into the big picture of assertive idealistic professionals' lives by presenting rich qualitative

data on the impetus behind educators' activism and the strategies they used to push limits in fighting for a cause. Chapters follow the stories of educator activists as they take on problems in schools, including sexual harassment, sexism, racism, reproductive rights, and GLBT rights. The research in *Activist Educators* contributes to an understanding of professional and personal motivations for educators' activism, ultimately offering a significant contribution to aspiring teachers who need to know that education careers and social justice activist causes need not be mutually exclusive pursuits.

2008: 229 x 152: 232pp
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Pb: 978-0-415-95667-3: **\$36.95**
eBook: 978-0-203-89258-9

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Developing School Leaders

An International Perspective

Edited by **Mark Brundrett**, Liverpool John Moores University, UK and **Megan Crawford**, University of London Institute of Education, UK

School leaders now have to be financial and resource managers in addition to their traditional knowledge base. This book asks important questions about the provision of leadership courses, including whether models of leadership studies derived from the business and industry are relevant to schools.

2008: 234 x 156: 208pp
Hb: 978-0-415-43572-7: **\$180.00**
eBook: 978-0-203-92882-0

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Connecting Leadership and Learning

Principles for Practice

Edited by **John MacBeath**, University of Cambridge, UK and **Neil Dempster**, Griffith University, Australia



Leading schools is becoming almost daily a more complex and demanding job. *Connecting Leadership and Learning* reassesses the purpose of schools, the nature of learning and the qualities of leadership that make schools authentic places of learning.

Starting with a review of what we can claim to know about learning, leadership and their inter-relationship, this book explores what it means to lead

schools that place learning at the centre. Drawing on research from seven different country projects – including the United States, Australia and five European countries – the authors offer five key principles for practice:

- a focus of learning
- an environment for learning
- a learning dialogue
- shared leadership
- accountability; internal and external.

These key principles have been tested by teachers, senior leaders and school students and found to be applicable across cultural and linguistic boundaries. The challenges faced by inner city schools, whether in London or New Jersey, prove a stern test for the five principles yet, as these schools testify, they bring a new sense of hope and resolve that learning is for everyone.

Based on rigorous research yet thoroughly grounded in practice, this book aims to challenge the reader with big ideas about learning and leadership, and to break new ground in thinking about where leadership and learning meet so that practitioners can see how it works in school and classroom practice. It should be of interest to all school leaders and those aspiring to the role.

2008: 234 x 156: 208pp
Hb: 978-0-415-45292-2: **\$160.00**
Pb: 978-0-415-45295-3: **\$45.95**
eBook: 978-0-203-89464-4

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International Handbook on the Preparation and Development of School Leaders

Edited by **Jacky Lumby**, University of Southampton, UK, **Gary M. Crow**, Indiana University, USA and **Petros Pashiardis**, Open University of Cyprus



Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEAM), this is the first book to provide a comprehensive and comparative review of what is known about the

preparation and development of primary and secondary school leaders across the globe. It describes current issues and debates and an assessment of where the field of leadership development is headed.

2008: 254 x 178: 522pp
Hb: 978-0-415-98847-6: **\$195.00**
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eBook: 978-0-203-85739-7
www.routledge.com/9780805863871

BESTSELLER

2nd Edition

Ethical Leadership and Decision Making in Education

Applying Theoretical Perspectives to Complex Dilemmas

Edited by **Joan Poliner Shapiro**, Temple University, USA and **Jacqueline A. Stefkovich**, Pennsylvania State University, USA

This bestselling book demonstrates the application of different ethical paradigms (the ethics of justice, care, critique, and the profession) through discussion and analysis of real-life dilemmas faced in schools and communities. The authors also address the practical, pedagogical, and curricular issues related to the teaching of ethics for the educational leader.

2005: 234x156: 200pp
Pb: 978-0-8058-5022-2: **\$27.95**
eBook: 978-1-4106-1353-0

www.routledge.com/9780805850222

Ethical Educational Leadership in Turbulent Times

(Re)Solving Moral Dilemmas

Edited by **Joan Poliner Shapiro** and **Steven Jay Gross**, both at Temple University, USA



This text is designed to assist educational leaders in the ethical decision-making process. Theoretically, it is based on Gross's Turbulence Theory and Shapiro and Stefkovich's Multiple Ethical Paradigms of justice, critique, care, and the profession. The authors clearly explain these concepts and demonstrate how they can work together to assist leaders in dealing with challenging situations. Authentic ethical

dilemmas are provided to be analysed using Turbulence Theory and the Multiple Ethical Paradigms and to engage readers in applying these concepts to practice. The text is intended for use in a range of educational leadership, educational administration, and teacher education programs that prepare both educational leaders (administrators) and lead teachers.

2007: 229 x 152: 224pp
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4th Edition

The New Meaning of Educational Change

Michael Fullan, University of Toronto, Canada

When Michael Fullan published the first edition of this seminal work in 1982, he revolutionized the theory and practice of education reform. Now, a quarter of a century later, this fourth edition promises to be equally influential for radical reform in the twenty-first century. *The New Meaning of Educational Change* is your definitive compendium to all aspects of the management of educational change – a powerful resource for everyone involved in school reform.

2007: 234 x 156: 297pp
Hb: 978-0-415-43956-5: **\$160.00**
Pb: 978-0-415-43957-2: **\$47.95**

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Leadership for Learning Series

Series Edited by **Mark Brundrett**, **Clive Dimmock** and **Les Bell**

The study of educational leadership makes little sense unless it is considered in relation to who the leaders are, how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the Leadership for Learning series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact.

NEW

Human Resource Management in Education

Contexts, Themes and Impact

Bernard Barker, **Justine Mercer**, both at University of Leicester, UK and **Richard Bird**, Legal Policy Consultant, UK

This book examines the key issues surrounding human resource management (HRM) in education today. Drawing on a wide variety of empirical research undertaken in different sectors and different countries, including the UK, USA, Hong Kong and the Middle East, the authors critically examine the normative, 'best practice in people management' paradigm that currently dominates the field. Finding that it falls short, they instead develop a coherent, consistent alternative perspective on HRM in education, taking full account of recent national and international trends. The relationship between leadership, the classroom and results is analysed and case studies explore the extent to which performance is enhanced by distributed leadership and constrained by social, political and economic contexts. The impact of these ideas on the leadership and management of people in education is considered and recommendations are made to guide those who aim to adopt strategies that improve the quality of life in schools and colleges for all those who work in them.

May 2010: 234 x 156: 224pp
Hb: 978-0-415-41280-3: **\$150.00**
Pb: 978-0-415-41279-7: **\$45.95**

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NEW**Leadership in Education**

Concepts, Themes and Impact

Clive Dimmock, University of Leicester, UK

Providing an authoritative, critical and insightful review of leadership, *Leadership in Education*:

- develops a core perspective about leaders and leadership
- provides a framework within which leadership can be better understood
- engages with some mainstream contemporary leadership themes affecting practitioners and academics
- gauges the impact of leadership, particularly on organisational and individual performance.

The book adopts a clear and coherent standpoint as to what the leadership role is essentially about, and then applies this perspective to a number of key topical themes currently enjoying high exposure in the field.

Clive Dimmock claims that leadership is fundamentally two processes: first, it is designing, and goal setting for, the future organisation; and second, it is concerned with hiring, developing and motivating staff to achieve the design and goals. These two processes are iterative, however, and not sequenced, contrary to conventional wisdom. He outlines a framework that shows leadership to involve a complex set of values, knowledge, skills, and attributes that take place at many levels of organisation.

The author reflects issues that are of international concern and illustrates them with reference to research drawn from a range of different countries and contexts.

September 2010: 234 x 156: 192pp
 Hb: 978-0-415-40436-5: **\$150.00**
 Pb: 978-0-415-40437-2: **\$45.95**

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NEW**Quality and Accountability in Education**

Mark Brundrett, Liverpool John Moores University, UK and **Christopher Rhodes**, University of Birmingham, UK

This book addresses the interconnected issues of quality and accountability within the education system and provides a coherent framework within which the issues of quality and accountability can be analysed. The key focus is on the role of leadership in developing strategies in relation to quality and accountability that will enhance learning outcomes.

Drawing on research evidence and addressing the most recent quality frameworks that operate in educational contexts, the authors consider:

- the underlying nature of what we mean by the terms *quality* and *accountability* and the ways in which these terms have been employed both nationally and globally
- the central themes within this global shift towards a culture of quality and accountability
- the impact of these developments on educational organisations in all phases.

Key issues for professional practice in the form of suggested readings and key reflection points are included. The book will appeal to practitioners across all phases of the education system, educational leaders and managers, advisors and inspectors, and academic researchers.

May 2010: 234 x 156: 224pp
 Hb: 978-0-415-37873-4: **\$150.00**
 Pb: 978-0-415-37834-1: **\$45.95**
www.routledge.com/9780415378341

NEW**Leading Learning**

Process, Themes and Issues in International Contexts

Tom O'Donoghue and **Simon Clarke**, University of Western Australia



The notion that school transformation is dependent on exceptional leaders is increasingly seen as unrealistic and unsustainable. Instead, the idea of distributed leadership, which promotes the view that all stakeholders have complementary leadership roles to play in enhancing student learning, is now being promoted as a more useful framework for understanding schools and how they might be changed.

Subscribing to the notion of distributed leadership, O'Donoghue and Clarke identify two key groups: the 'leaders of learning' and the 'leaders for learning'. The leaders of learning – and the focus of this book – are those working at the school level to improve the quality of learning in the classroom, such as teachers, principals, pupils and involved members of the local school community. The leaders for learning are the policy-makers and administrators whose support is crucial. The authors argue that in order to be effective leaders, both groups require an understanding of:

- broad trends in contemporary leadership theory
- recent views on learning theory
- the importance of teachers engaging continually in learning about their practice
- the significance of creating and sustaining schools as learning organisations
- forging links between leadership and learning.

The book's examination of the shifting approaches to leading learning in contemporary schools is enriched by innovative examples drawn from a range of international contexts.

Leading Learning will appeal to students involved in Masters and Doctoral courses relevant to the field and those undertaking programmes of school leadership preparation and development.

October 2009: 234 x 156: 200pp
 Hb: 978-0-415-33612-3: **\$150.00**
 Pb: 978-0-415-33613-0: **\$45.95**
 eBook: 978-0-203-87696-1

www.routledge.com/9780415336130

Education Policy

Process, Themes and Impact

Les Bell and **Howard Stevenson**



As global pressures focus increasing attention on the outcomes of education policy and on their implications for economic prosperity and social citizenship, the experience of each individual learner is decisively shaped by the wider policy environment. However, there is often an underdeveloped understanding of how education policy is formed, what drives it and how it impacts schools and colleges. This book

explicitly makes these connections and links them to the wider challenges of educational leadership in a modern context.

Education Policy is divided into three sections, which examine:

- the development of policy at the levels of the nation state and individual institutions
- the forces that shape policies with emphasis on human capital theory, citizenship and social justice and accountability
- research-based case studies highlighting the application of policy in a range of situations.

The book provides a valuable resource for students, practitioners, middle managers and educational leaders in all sectors, both in the UK and internationally, who are engaged on masters and doctoral degrees, or undertaking leadership training and preparation programmes.

2006: 234 x 156: 208pp
 Hb: 978-0-415-37771-3: **\$160.00**
 Pb: 978-0-415-37772-0: **\$45.95**
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EDUCATION MANAGEMENT AND ADMINISTRATION

NEW

Promoting Health and Wellbeing through Schools

Edited by **Peter Aggleton**, University of Sussex, UK,
Catherine Dennison, Department of Health, UK and
Ian Warwick, Institute of Education, University of
London, UK

The contribution schools can make to improving students' health and wellbeing is increasingly recognised. Schools that have embraced this role and adapted policies and practices to create an environment in which young people feel safe and happy have reported broad and significant gains.

Through expert contributions from active researchers and experienced practitioners, *Promoting Health and Wellbeing through Schools* combines recent research with knowledge of the current climate in which schools are operating.

Offering authoritative advice on effective intervention, this book provides an overview of the key issues that need to be addressed, including:

- alcohol use
- sexual health
- drug use
- obesity
- mental health.

This accessible text is innovative in its focus on how schools can build partnerships with young people, parents, and health professionals to promote their commitment to health and wellbeing. It highlights successful approaches for promoting health and educational goals, and provides useful advice on planning and evaluation.

Promoting Health and Wellbeing through Schools is invaluable reading for professionals working in and with schools to implement healthy schools programmes and to bring about improvement in health and wellbeing, including teachers, nurses, and health and education managers. It is also of interest to students, researchers and policy makers.

January 2010: 234 x 156: 208pp
Hb: 978-0-415-49341-3: **\$125.00**
Pb: 978-0-415-49342-0: **\$42.95**

www.routledge.com/9780415493420

NEW

College Organization and Professional Development

Integrating Moral Reasoning and Reflective Practice

Edward St. John, University of Michigan, USA



This breakthrough text seeks to revolutionise how we understand ethical practice and provides a new theory that informs practice within organisations. Unlike the majority of organisation textbooks currently available which lack social contextual understanding of moral issues and social justice, this text encourages the use of action research to inform and support change in professional practice.

Students will find the pedagogical exercises useful for reflecting on their own goals, examining their own practices, and testing new intervention methods within their organisations and communities of practice. Reflective assignments are suggested for readers to help them engage in a process of reflective analysis of professional practice.

This textbook is organised into three parts:

- part one: focuses on the foundations for moral reasoning in practice, introduces the framework used in the book and encourages introspection and reflection as an integral part of professional practice
- part two: focuses on frames of professional development, both as frames of reasoning and as developmental pathways, focusing methods of learning moral reasoning and changing organizations that support just practice
- part three: focuses on challenges of building communities of practice that support social-critical changes and environmental consciousness.

This book can also be used in graduate programs across professional fields including Teacher Education and Business. Practicing professionals and those academics at different stages in their careers who wish to reflect on the gaps between their moral values and their actions in work situations will also find this text informative and useful. The chapters include fundamental and insightful guidance for reflection on the topics raised and discussed.

March 2009: 246 x 174: 288pp
Hb: 978-0-415-99211-4: **\$140.00**
Pb: 978-0-415-99212-1: **\$45.95**
eBook: 978-0-203-88166-8

www.routledge.com/9780415992121

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NEW

Emotional Dimensions of Educational Administration and Leadership

Edited by **Eugenie A. Samier**, Humboldt University of Berlin, Germany and **Michèle Schmidt**, Simon Fraser University, Canada

Emotional Dimensions of Educational Administration and Leadership explores foundational theories for emotional dimensions of educational administration and leadership as they influence our understanding, analysis and practice in the field. It covers a broad range of topics, such as ethics, authority, personality, social justice, gender discrimination, organisational culture, decision-making, accountability and marketisation.

The first section, 'Theoretical Foundations', includes discussion of the early modern romantic philosophy that produced the heroic notion of leadership, the idealist philosophy of Hegel, existential concerns through Kierkegaard, the contributions of psychoanalysis, and Habermasian critical theory. The second section, 'Types of Emotional Analysis', includes examinations of the material culture, emotional economies, the politics of emotion, and the relationship between emotion and rationality. The last section, 'Critical and Contemporary Issues', includes critiques of the fear arising from accountability regimes, the political economy of the market model, a feminist critique of ideologies reflecting emotional investments, narrative expressions for the emotional context of teamwork, the problem of narcissism, and the emotional dimensions of role engagement.

This volume explores an area that has re-emerged in the last few years. The collection demonstrates the relevance to practical issues and problems internationally, both within the organisational context and extra-organisationally with a focus on the application of emotional factors as they affect our understanding of, and practice in, educational organisations. The emotions of education affect the implementation of political values and culture within organisations.

January 2009: 234 x 156: 256pp
Hb: 978-0-415-47697-3: **\$150.00**
eBook: 978-0-203-87080-8

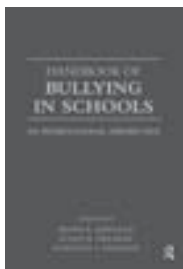
www.routledge.com/9780415476973

NEW

Handbook of Bullying in Schools

An International Perspective

Edited by **Shane Jimerson**, University of California – Santa Barbara, USA, **Susan M. Swearer**, University of Nebraska, USA and **Dorothy L. Espelage**, University of Illinois, USA



The *Handbook of Bullying in Schools* provides a comprehensive review and analysis of what is known about the worldwide bullying phenomena. It is the first volume to systematically review and integrate what is known about how cultural and regional issues affect bullying behaviour and its prevention. It draws on insights from scholars around the world to advance our understanding of:

- theoretical and empirical foundations for understanding bullying
- assessment and measurement of bullying
- research-based prevention and intervention methods.

Key features include the following:

- *Comprehensive* – forty-one chapters bring together conceptual, methodological, and preventive findings from this loosely coupled field of study, thereby providing a long-needed centrepiece around which the field can continue to grow in an organised and interdisciplinary manner
- *International Focus* – approximately forty percent of the chapters deal with bullying assessment, prevention, and intervention efforts outside the USA
- *Chapter Structure* – to provide continuity, chapter authors follow a common chapter structure: overview, conceptual foundations, specific issues or programs, and a review of current research and future research needs
- *Implications for Practice* – a critical component of each chapter is a summary table outlining practical applications of the foregoing research
- *Expertise* – the editors and contributors include leading researchers, teachers, and authors in the bullying field, most of whom are deeply connected to organizations studying bullying around the world.

November 2009: 254 x 178: 640pp
Hb: 978-0-8058-6392-5: **\$295.00**
Pb: 978-0-8058-6393-2: **\$114.95**
eBook: 978-0-203-86496-8

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NEW

Handbook of School-Family Partnerships

Edited by **Sandra L. Christenson**, University of Minnesota, USA and **Amy L. Reschly**, University of Georgia, USA



Family-school partnerships are increasingly touted as a means of improving both student and school improvement. This recognition has led to an increase in policies and initiatives that offer the following benefits; 1) improved communication between parents and educators; 2) home and school goals that are mutually supportive and shared; 3) better understanding of the complexities

impinging on children's development and 4) pooling of family and school resources to find and implement solutions to shared goals.

This is the first comprehensive review of what is known about the effects of home-school partnerships on student and school achievement. It provides a brief history of home-school partnerships, presents evidence-based practices for working with families across developmental stages, and provides an agenda for future research and policy.

Key features include:

- provides comprehensive, cross-disciplinary coverage of theoretical issues and research concerning family-school partnerships
- describes those aspects of school-family partnerships that have been adequately researched and promotes their implementation as evidence-based interventions
- charts cutting-edge research agendas and methods for exploring school-family partnerships
- charts the implications such research has for training, policy and practice especially regarding educational disparities.

This book is appropriate for researchers, instructors, and graduate students in the following areas: school counseling, school psychology, educational psychology, school leadership, special education, and school social work. It is also appropriate for the academic libraries serving these audiences.

October 2009: 246 x 174: 552pp
Hb: 978-0-415-96375-6: **\$295.00**
Pb: 978-0-415-96376-3: **\$114.95**
eBook: 978-0-203-87604-6

www.routledge.com/9780415963763

Cyber-Bullying

Issues and Solutions for the School, the Classroom and the Home

Shaheen Shariff, McGill University, Canada

This book looks in depth at the emerging issue of cyber-bullying. This practical book grounded in comprehensive scholarship addresses the policy-vacuum and provides practical educational responses to cyber-bullying.

2008: 234 x 156: 328pp
Hb: 978-0-415-42490-5: **\$150.00**
Pb: 978-0-415-42491-2: **\$37.95**
eBook: 978-0-203-92883-7

www.routledge.com/9780415424912

Don't Touch!

The Educational Story of a Panic

Heather Piper, Manchester Metropolitan University, UK and **Ian Stronach**, Liverpool John Moores University, UK

This is the first book in the UK to explore the problems involved in 'touching' children in an educational environment, the book uses real-life examples taken from Heather Piper's ground-breaking research into the mentality of today's risk culture.

2008: 234 x 156: 184pp
Hb: 978-0-415-42007-5: **\$170.00**
Pb: 978-0-415-42008-2: **\$39.95**
eBook: 978-0-203-93049-6

www.routledge.com/9780415420082

Educational Administration and History

The State of the Field

Edited by **Tanya Fitzgerald**, Unitec Institute of Technology, New Zealand and **Helen Gunter**, University of Manchester, UK

This book offers readers a valuable insight into continuing and contemporary debates in the field of educational administration and history and the authors offer a refreshing interpretation of these debates. This book highlights the extent to which these debates remain a contemporary concern.

2008: 246 x 174: 120pp
Hb: 978-0-415-46887-9: **\$140.00**

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Political Approaches to Educational Administration and Leadership

Edited by **Eugenie A. Samier**, Simon Fraser University, Canada and **Adam G. Stanley**, Samuel Robertson Secondary School, Canada

This collection explores the political philosophy and theoretical foundations of educational administration and leadership as they influence our understanding, analysis and practice in the field.

2008: 229 x 152: 330pp
Hb: 978-0-415-96207-0: **\$95.00**
eBook: 978-0-203-92867-7

www.routledge.com/9780415962070

Improving Learning through Consulting Pupils

Jean Rudduck and **Donald McIntyre**, both formerly University of Cambridge, UK

Series: Improving Learning



Pupil consultation can lead to a transformation of teacher-pupil relationships, to significant improvements in teachers' practices, and to pupils having a new sense of themselves as members of a community of learners. This book discusses the potential of consultation as a strategy for signalling a more partnership-oriented relationship in teaching and learning. It also examines the challenges of

introducing and sustaining consultative practices. Topics covered include:

- the centrality of consultation about teaching and learning in relation to broader school level concerns
- teaching approaches that pupils believe help them to learn and those that obstruct their learning
- teachers' responses to pupil consultation – what they learn from it, the changes they can make to their practice and the difficulties they can face
- the things that can get in the way of pupils trusting in consultation as something that can make a positive difference.

2007: 216 x 138: 232pp
Hb: 978-0-415-41615-3: **\$160.00**
Pb: 978-0-415-41616-0: **\$44.95**
eBook: 978-0-203-93532-3

www.routledge.com/9780415416160

SCHOOL LEADERSHIP AND EDUCATION POLICY

NEW

Education for All

The Future of Education and Training for
14-19 Year-Olds

Richard Pring, **Geoffrey Hayward**, both at University of Oxford, UK, **Ann Hodgson**, University of London, UK, **Jill Johnson**, Head of Outreach at UCAS, UK, **Ewart Keep**, **Alis Oancea**, University of Oxford, **Gareth Rees**, University of Cardiff, UK, **Ken Spours**, University of London, UK and **Stephanie Wilde**, University of Oxford, UK



There are two key questions at the heart of the ongoing debate about education and training for all young people, irrespective of background, ability or attainment:

- What counts as an educated nineteen year-old today?
- Are the models of education we have inherited from the past sufficient to meet the needs of all young people, as well as the social and economic needs of the wider community?

Education for All addresses these questions in the light of evidence collected over five years by the Nuffield Review of 14–19 Education and Training: the most rigorous investigation of every aspect of this key educational phase for decades. Written by the co-directors of the Nuffield Review, *Education for All* provides a critical, comprehensive and thoroughly readable overview of 14–19 education and training and makes suggestions for the kind of education and training that should be provided over the coming decade and beyond.

Education for All should be read by everyone working in – or with an interest in – secondary-level education in England and Wales and beyond.

May 2009: 234 x 156: 252pp
Hb: 978-0-415-54721-5: **\$125.00**
Pb: 978-0-415-54722-2: **\$37.95**
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NEW**Children, their World, their Education**

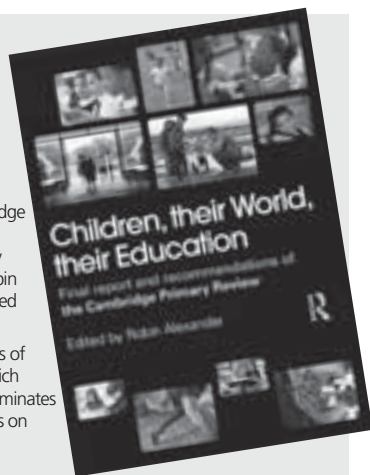
Final Report and Recommendations of the Cambridge Primary Review

Edited by **Robin Alexander**, University of Cambridge, UK

Children, their World, their Education is the eagerly-awaited final report from the Cambridge Primary Review, the most comprehensive enquiry into English primary education for over forty years. Supported by the Esmée Fairbairn Foundation, based at Cambridge University and undertaken by a team of 100 experts led by well-known educationalist Professor Robin Alexander, the Review has been genuinely and fearlessly independent since it was launched in 2006.

The book is grounded in evidence from research, official data and the enquiry's thousands of individual and organisational witnesses. It also builds on the thirty-one interim reports which attracted enormous interest and media attention between 2007 and 2009. The book culminates in conclusions on the current state of primary education, together with recommendations on how it can be improved at the levels of national policy, local organisation and school and classroom practice.

But this is not just a formal report. It is a veritable compendium of information and insight into primary education. On both counts, therefore, it is essential reading for students, teachers, parents and policy-makers. It is far and away the most authoritative source on English primary education and will remain so for years to come. It deals with every aspect from early years foundations and the school starting age to transfer to secondary education, and from aims, values, curriculum, teaching, assessment, testing and standards to school organisation and leadership, teacher training, funding, governance and policy. Yet it keeps children, learning and teaching in sharp focus throughout. Accessibly written, it cuts through both educational jargon and political rhetoric. It asks searching questions about ideas and practices which for too long have been taken for granted. It re-assesses children's development, needs and capabilities, and considers the educational implications of the fast-changing world in which they are growing up. Although it deals with one country's system of primary education, its evidence and outlook are international.

September 2009: 246 x 174: 608pp • Hb: 978-0-415-54870-0: **\$155.00** • Pb: 978-0-415-54871-7: **\$57.95**www.routledge.com/9780415548717**NEW****The Cambridge Primary Review Research Surveys**Edited by **Robin Alexander**, University of Cambridge, UK

The Cambridge Primary Review Research Surveys is the companion volume to *Children, their World, their Education*. It contains, re-edited and updated, the twenty-eight surveys of published research which were specially commissioned for the Cambridge Primary Review from sixty-six academics in twenty-one universities in four countries. It is probably the most comprehensive survey of research in primary education yet undertaken.

The surveys are presented in eight groups, each with its own introductory overview to set the scene and provide coherence: children's lives and voices – school, home and community; children's development, learning, diversity and needs; aims, values and contexts for primary education; structure and curriculum; outcomes, standards and assessment; teaching, learning and classroom processes; teacher training, development and workforce reform; policy, governance, funding, and quality assurance.

Alongside the careful assessment of the significance and implications of over 3000 published sources, *The Cambridge Primary Review Research Surveys* makes extensive use of international and comparative evidence.

September 2009: 246 x 174: 880pp

Hb: 978-0-415-54869-4: **\$350.00**www.routledge.com/9780415548694

NEW**Failure Free Education?**

The Past, Present and Future of School Effectiveness and School Improvement

David Reynolds

Series: Contexts of Learning

This collection of David Reynolds' writing brings together for the first time many of his most influential and thought-provoking pieces. Drawing on the author's work from over three decades, the individual article, paper and book extracts combine to give a valuable overview of how school effectiveness is both perceived and changing.

The individual papers have been updated to reflect recent changes, while fresh material firmly sets the collection within a modern context. Grouped into four coherent sections, the book covers all aspects of school effectiveness, looking at, laying the foundations of the effective school, pushing the boundaries, trying to influence policy and practice, and contemporary cutting-edge solutions.

January 2010: 234 x 156: 384pp
Hb: 978-0-415-36783-7: **£150.00**

www.routledge.com/9780415367837

NEW**Knowledge Power**

Developing an Interdisciplinary Educational Framework for the Future

Alan Wilson, University College London, UK

This book offers a map showing the structure of the knowledge space in a contemporary context. The routes beyond traditional disciplines are charted, in part based on the notions of superconcepts and superproblems. There are major implications for the development of education systems, particularly for universities but also for all employers as they seek to ensure that their organisations have the requisite knowledge to meet future challenges. In many instances, radical change is called for.

The traditional disciplines and their future development are reviewed and systems concepts are introduced to develop an interdisciplinary framework for the future. The nature of the knowledge core for different kinds of organisations is outlined in the context of development strategies and management capabilities. Superconcepts are introduced throughout and through these the reader is introduced to a range of authors who provide the signposts for the way ahead.

January 2010: 234 x 156: 160pp
Hb: 978-0-415-55310-0: **£125.00**
Pb: 978-0-415-55311-7: **£35.95**

www.routledge.com/9780415553117

NEW**Structural Solutions for Educational Improvement**

Towards Failure-Free Schooling in Challenging Circumstances?

Christopher Chapman, University of Manchester, UK

Improving educational systems around the world remains at the core of government agendas. However, despite vast investment of resources and sustained periods of interventions, many systems have seen their rates of improvement plateau and in some systems the gap between different groups of learners continues to widen. This is nowhere more apparent than in our socio-economically deprived areas of major urban conurbations.

Systems must continue to evolve in order to meet the needs of students and particularly those in the most challenging circumstances. In this book, Christopher Chapman reflects on a range of Emerging Structural Arrangements (ESAs) that have begun to appear across a number of systems. The features of ESAs include:

- increased involvement of the private sector and other interested parties (including charities and faith groups)
- radical redesign of buildings
- the blurring and erosion of organisational boundaries
- redefinition of 'teachers' and 'teaching'
- the involvement of an extended range of services stakeholders within the schooling process.

The book draws on contemporary evidence to consider the potential of ESAs to promote improved outcomes for the most disadvantaged students and reflects on the implications for leadership, management and governance in such a diverse and dynamic environment.

Structural Solutions for Educational Improvement represents a unique addition to the literature presenting new research in this emerging area of international importance. It will be of interest to all those with an interest in leadership, policy, school improvement and educational change.

April 2010: 234 x 156: 272pp
Hb: 978-0-415-55848-8: **£125.00**
Pb: 978-0-415-55849-5: **£42.95**

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NEW

Handbook of Education Policy Research

Edited by **Gary Sykes, Barbara Schneider**, both at Michigan State University, USA and **David N. Plank**, University of California, Berkeley, USA

Sponsored by the American Educational Research Association (AERA)



Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness, for example, commonly focus on the importance of human capital and a highly educated workforce. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary

themes of this comprehensive, AERA-sponsored *Handbook*.

Organised into seven sections, the *Handbook* focuses on:

- disciplinary foundations of educational policy
- methodological perspectives
- the policy process
- resources, management, and organization
- teaching and learning policy
- actors and institutions
- education access and differentiation.

Drawing from multiple disciplines, the *Handbook's* authors address three central questions: What policy issues and questions have oriented current policy research? What research strategies and methods have proven most fruitful? And what issues, questions, and methods will drive future policy research? Topics such as early childhood education, school choice, access to higher education, teacher accountability, and testing and measurement cut across all the chapters in the volume. The politics surrounding these and other issues are objectively analyzed by authors and commentators.

Each of the seven sections concludes with two commentaries by leading scholars in the field. The first considers the current state of policy design, and the second addresses the current state of policy research.

For more information on the American Educational Research Association, please visit: www.aera.net.

April 2009: 279 x 216: 1064pp
Hb: 978-0-415-98991-6: **\$295.00**
Pb: 978-0-415-98992-3: **\$119.95**
eBook: 978-0-203-88096-8

www.routledge.com/9780415989923

NEW

Handbook of Research on School Choice

Edited by **Mark Berends**, Notre Dame University, USA, **Matthew G. Springer, Dale Ballou**, both at Vanderbilt University, USA and **Herbert J. Walberg**, Stanford University, USA



Since the early 1990s when the nation's first charter school was opened in Minneapolis, the scope and availability of school-based options to parents has steadily expanded. No longer can public education be characterized as a monopoly. Sponsored by the National Center on School Choice (NCSC), this handbook makes readily available the most rigorous and policy-relevant research on

K-12 school choice. Coverage includes charters, vouchers, home schooling, magnet schools, cyber schools, and other forms of choice, with the ultimate goal of defining the current state of this evolving field of research, policy, and practice.

- **Comprehensive** – this is the first book to provide a comprehensive review of what is known about the major forms of school choice from multiple perspectives: historical, political, economic, legal, methodological, and international. It also includes work on the governance, structure, process, effectiveness, and costs of school choice.
- **Readable** – the editors and authors have taken care to translate rigorous research findings into comprehensible prose accessible to a broad range of readers.
- **International** – in addition to thorough coverage of domestic research, the volume also draws on international and comparative studies of choice in foreign countries.
- **Expertise** – the National Center on School Choice (NCSC) is a consortium that is headquartered at Vanderbilt University and includes the following partners: Brookings Institution, Brown University, Harvard University, National Bureau of Economic Research, Northwest Evaluation Association, and Stanford University.

This book is suitable for researchers, faculty and graduate students in education policy studies, politics of education, and social foundations of education. It should also be of interest to inservice administrators and policy makers.

April 2009: 254 x 178: 648pp
Hb: 978-0-8058-6223-2: **\$295.00**
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eBook: 978-0-203-88178-1

www.routledge.com/9780805862249

Changing Teacher Professionalism

International Trends, Challenges and Ways Forward

Edited by **Sharon Gewirtz**, King's College, London, UK, **Pat Mahony, Ian Hextall**, both at Roehampton University, UK and **Alan Cribb**, King's College London, UK



Significant changes in the policy and social context of teaching over the last thirty years have had substantial implications for teacher professionalism. This collection of work by leading international scholars in the field makes a unique contribution to understanding both how these changes are impacting teaching and how teachers might change their practice for the better.

2008: 234 x 156: 256pp
Hb: 978-0-415-46777-3: **\$140.00**
Pb: 978-0-415-46778-0: **\$42.95**
eBook: 978-0-203-88726-4

www.routledge.com/9780415467780

The Dangerous Rise of Therapeutic Education

Kathryn Ecclestone, University of Birmingham, UK and **Dennis Hayes**, Oxford Brookes University, UK



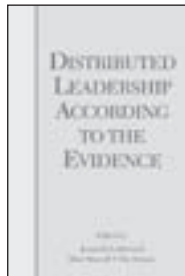
This controversial and compelling book uses a wealth of examples from all sectors of education to show how the contemporary education system is turning young people and adults into anxious, cautious and passive individuals rather than aspiring, optimistic and resilient learners.

2008: 234 x 156: 200pp
Hb: 978-0-415-39700-1: **\$150.00**
Pb: 978-0-415-39701-8: **\$35.95**

www.routledge.com/9780415397018

Distributed Leadership According to the Evidence

Edited by **Kenneth Leithwood, Blair Mascal** and **Tiiu Strauss**, all at OISE, University of Toronto, Canada



Although not new, the concept of distributed (shared) leadership has re-emerged in recent years as one highly promising response to the complex challenges currently faced by schools. Responding productively to these challenges far exceeds the capacities of any individual leader. If schools are to flourish in the future, they will need to enlist the collective expertise of many more of their members and stakeholders than

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