



Book Series

Leadership, Schools, and Change

Series Editors

Terri N. Watson, *The City College of New York*; Amanda Heffernan, *Monash University*; Jeffrey S. Brooks, *RMIT University*

The purpose of this book series is to promote research that explores various aspects of leadership, schools and change, and also studies that explore the complex relationships between them. We see the series as international in scope, and as such, while not compulsory, we encourage potential authors and editors from around the world to submit their ideas to the series. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways that leadership makes a difference (both positive and negative) for students, teachers, administrators and communities. Possible topics include, but are not restricted to the following issues:

- Leadership for social justice
- Race, class, gender and educational leadership
- Student engagement, voice and leadership
- Ethnicity, culture and school leadership
- Leadership for Rural Schools
- School reform
- Parents and communities
- Educational policy, change and leadership
- School leadership preparation
- Research methodologies and educational leadership

And many, many others...please contact us with your ideas and questions!

Proposal and Manuscript Submission Process

We invite you and your colleagues to submit a book proposal of approximately 5-8 pages. All proposals will undergo editorial team and/or blind peer review. Proposals should include the following sections:

- Introduction and overview: Explain the scope of the book project and explain how it is grounded in and extends the extant research base, broadly conceived. Proposals should be aligned with the purpose of the Information Age Publishing Leadership, Schools, and Change Book Series.
- Summary of contents: Provide a proposed table of contents, brief synopsis of each chapter, and an approximate page count for each chapter, including any references and appendices.
- Timeline: The timeline should include initial phases of the publication process that will lead to initial submission of chapters. From that point, accepted manuscripts will undergo editorial and blind peer review.

Please note that while we encourage many kinds of proposals, including textbooks, edited volumes, and full length studies, we expect all proposals to be grounded in appropriate inquiry perspectives. We look forward to hearing from you!

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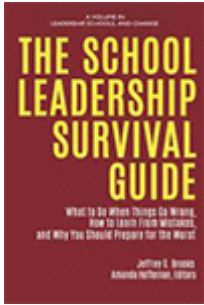
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The School Leadership Survival Guide

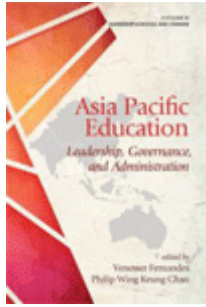
What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst

Jeffrey S. Brooks, RMIT University; Amanda Heffernan, Monash University

2021. Paperback 978-1-64802-219-7 \$45.99. Hardcover 978-1-64802-220-3 \$85.99. eBook 978-1-64802-221-0 \$65.

The School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst is intended as an uncommon guide for school leaders and a resource they can turn to when confronted with issues they might not normally face in typical practice. The book serves as a bridge between research and day-to-day school leadership, and is intended to help leaders and school communities improve in areas they routinely avoid. In this sense, the book is meant as a “go to” resource for principals, those who train and teach them, and scholars. Although authors recognize the complexity of issues raised in the book, each chapter has a “How to” “What to do” or “Why You Should” ethos in order to give the book a unifying structure and help provide a practical translation of research and theory into practice. Some of the issues addressed include: How to elevate student voice; How to navigate religious conflict in the school and community; How to improve support for LGBTIQ students; Why You Should develop a natural disaster plan; How to work against racism in the school and community; How to practice inclusion in the school; How to make a vision and mission come to life; How to manage relationships with difficult people; What to do when there is racial tension in the community; How to learn the history of your school and community—and why that matters; How to guide and support a leadership team, and; What to do in a school with low trust.

CONTENTS: Series Editors’ Preface, *Terri N. Watson, Amanda Heffernan, and Jeffrey S. Brooks*. Introduction, *Jeffrey S. Brooks and Amanda Heffernan*. **SECTION I: RELATIONSHIPS.** Secrets to a More Successful Partnership Between Students and Teachers, *Dana Mitra*. How School Leaders Can Respond to Bullying in Schools: Tools, Tips, and Tasks for Understanding Policy, Creating Interventions, and Adopting Data-Based Decisions, *Azadeh Osanloo*. How to Learn From Mistakes: The Value of Understanding a Student’s Cultural Wealth as a School Leader, *Jason McKinney*. **SECTION II: LEADING IN A CHANGING WORLD.** When Leaders Grow, They Grow Others: Overcoming Immunity to Change, *Anthony H. Normore, Antonia Issa Lahera, and Julie K. Jhun*. How to Exercise Moral Leadership in the Current Social and Political Climate, *April L. Peters and Tiffany S. Aaron*. Green School Leadership: The What, How, and Why, *Tania McKey and Lisa A. W. Kensler*. Glocalization: Issues and Strategies for School Leadership, *Nicola Sum*. Merging Schools and Communities: Engaging in Activist Leadership Beyond Your School Walls, *Jason D. Salisbury, Meagan Richard, and Shelby Cosner*. How to Value Social Media Use in Education, *Naomi Barnes*. How to Build a Positive Digital Footprint for Your School and for Your Students, *Rachel Buchanan*. **SECTION III: SUPPORTING STUDENTS.** Educational Leadership and the Challenge of Engaging Young People in Meaningful Learning, *Martin Mills, Glenda McGregor, Stewart Riddle, and Angelique Howell*. Beyond Order: How to Use Restorative Justice to Make School Meaningful and Manageable, *Kristin Elaine Reimer*. How to Support Students of Refugee Background in Your School, *Jane Wilkinson and Mervi Kaukko*. How to Create Safe and Supportive Schools for LGBTQ People, *Warren J. Blumenfeld*. Strategies for Educational Leaders Navigating Religious Conflict in the School and Community, *Ransford Pinto and Dena Lane-Bonds*. Why You Should Create a LGBTQ+ Inclusive Environment for Middle Schoolers and Their Families, *Rosa L. Rivera-McCutchen and E. A. Rivera-McCutchen*. How Multi-Tiered Systems Can Support Equity and Excellence, *Joshua Bornstein*. So You Want to Make a Special Education Referral: How to Foster Equity and Understanding Special Education Policy, *Rhodesia McMillian*. Understanding Fat Pedagogy for Inclusive Practice in International Service Learning and Adventure Travel, *Sarah Rutherford*. Islam and the Schoolhouse: How Principals Can Understand and Support Their Muslim Students, Teachers, and Families, *Melanie C. Brooks*. How to Make a School Less White, *Melitta Hogarth and Tracey Bunda*. Leading Toward Normalcy and Wellbeing in a Time of Extreme Stress and Crises, *Bradley W. Carpenter and Amy Poerschke*. **SECTION IV: YOUR APPROACHES TO LEADERSHIP.** How to Find Your Focus: Deciding What Matters for Your School Community, *Fiona Longmuir and Amanda Heffernan*. How to Not Be Seduced By Common Sense, *Scott Eacott*. Why You Should Reject Entrepreneurial Leadership, *Steven J. Courtney*. All Out All Change: How to Implement New Curriculum in Your School, *Christine Grice*. What School Leaders Need to Know About Education Policy: A Critical Perspective and a Toolkit for Enactment, *Matthew P. Sinclair and Jeffrey S. Brooks*. Leading to Survive: How School Leaders Can Practice Work-Life Integration, *Joanne M. Marshall and Roark Horn*. **SECTION V: HOLISTIC LEADERSHIP.** The Importance of Trust When Leading in Times of Change, *Megan Tschannen-Moran and Margaret E. Constantino*. How to Manage Relationships With Difficult People, *Sharon Radd*. How to Cultivate Emotional and Social Competence in School Leadership: A Service-Learning Perspective, *Dat Bao*. Who’s Afraid of the Students’ Voice? About Teacher Evaluation and Considering Students’ Role in School Improvement, *Ilana Finefter-Rosenbluh*. About the Authors.



Asia Pacific Education Leadership, Governance and Administration

Venesser Fernandes, Monash University; Philip Wing Keung Chan, Monash University

2018. Paperback 978-1-64113-521-4 \$45.99. Hardcover 978-1-64113-522-1 \$85.99. eBook 978-1-64113-523-8 \$65.

The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities.

Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series have presented some solid examples of what is currently happening, the discourse that is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings from empirical studies being conducted in this space.

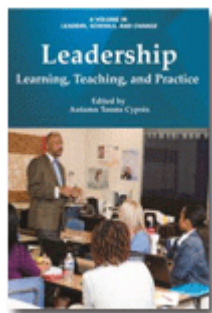
As a timely collection of works from active researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region. The findings in this book have been drawn from original and current research which is anticipated as being a valuable academic reference as well as a teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region. The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities.

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CONTENTS: Foreword. Preface. Acknowledgments. Problematizing Leadership, Governance, and Administration in the Asia-Pacific Region, *Philip Wing Keung Chan*. **PART I: LEADERSHIP.** Globalizing Educational Leadership Development in the Asia Pacific Region, *Venesser Fernandes*. Educational Leadership in Australia: Commonalities and Contestation, *Jane Wilkinson and Jeffrey S. Brooks*. School Leadership in Singapore, *Salleh Hairon*. Educational Leadership Development in the Pacific, *Narsamma Lingam and Govinda Ishwar Lingam*. Modelling a Transformational Rights-Based Approach to Indigenous Australian Youth Leadership Development, *Venesser Fernandes, Lucas Walsh, and David Zyngier*. **PART II: GOVERNANCE.** Education Governance in the Asia-Pacific Region: Exceptionalism, Continuity, and Change, *Sue Webb*. Dynamics that Impede and Facilitate Educational Effectiveness in the Philippines, *Melanie C. Brooks and Jeffrey S. Brooks*. Globalization, Policy Borrowing, and Education Governance: Taking Stock of the Higher Education Policies of China's Hong Kong in the First Two Decades, *Beatrice Y. Y. Dang and Hei-hang Hayes Tang*. Paved With Nostalgia? Issues of Educational Policies and Governance in Japan, *Eisuke Saito*. The Changing Governance of Education in Greater China, *Philip Wing Keung Chan*. **PART III: ADMINISTRATION.** Conceptualizing Educational Administration in Diverse Contexts, *Lucas Walsh*. Local and Global "Congeries" Shaping Educational Administration in India, *Mousumi Mukherjee and Kumar Suresh*. Disrupting the Norm? Implementing Educational Business Improvement Models in Pakistani Public-Private School Partnerships, *Venesser Fernandes*. Educational Administration in Bangladesh: Decentralization Under Centrality, *Ariful H.*

Kabir and Khairul Islam. Local Variations in Decentralized Educational Administrations in Indonesia, *Agus Mutohar*. About the Contributors.



Leadership Learning, Teaching, and Practice

Autumn Cyprès, St. John's University, New York City

2016. Paperback 9781681237121 \$45.99. Hardcover 9781681237138 \$85.99. eBook 9781681237145 \$65.

The purpose of this book is to examine the tensions, gaps, and intersections between the practices of leadership in educational systems, school leadership preparation programs, and the often different worlds of academia and k12 schools. Voices from both academia and k12 schools are used to illustrate the tensions that cluster around capacity, politics, and the everyday practice of inspiring, engaging, and preparing school leaders.

Advance Praise for Leadership: Learning, Teaching, and Practice

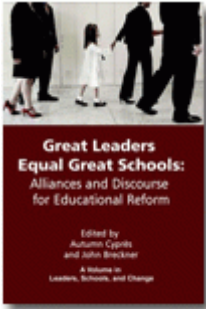
This is a book about experience. This is a book that draws from the knowledge—both personal and professional-- that professors and practitioners shared on their journeys through academia and the day-to-day of K-12 administration. The book is framed around the trinity of teaching, learning, and practice. It is a book that “examines the tensions, gaps, and intersections between the practices of leadership within educational systems and school leadership preparation programs.” The reader will be challenged to consider one’s own approach to leadership in education by examining each author’s perspective on leading for learning in America’s schools. ~ **Professor James E. Berry**, *Executive Director, National Council of Professors of Educational Administration*

This book provides a great balance of scholarly work focused on leadership and shaped by the actual experiences of practicing administrators. It is absolutely outstanding literature for leaders. The book provides concepts and experiences that will help veteran administrators and will serve as a great resource for instructors in leadership development programs. It strikes at the heart of teaching and learning and will ultimately have a positive influence on children. ~ **Lyle E. Evans**, *Ed.D*

Assistant Superintendent for Human Resources and Administrative Services, Chesterfield County Public Schools, Commonwealth of Virginia

The challenges faced by school leaders today are daunting. In Leadership: Learning, Teaching and Practice, experts from across the nation bridge the gap between theory and practice. This book explores those tensions, calling us to examine our ideal view of school leadership and compare it to the reality of the current school systems in which we work. It furthers this discourse by examining the role leadership preparation programs play in preparing school administrators with the knowledge and skills necessary to be effective while retaining their humanity. An easy read that will transform how leaders think about leadership! **Jessica Kemler**, *Principal, Babylon Elementary School Long Island, New York*

CONTENTS: SECTION I: LEARNING. The Long Shadow of Mike Mikusa, *Autumn Tooms Cyprès*. K-12 Administrator to New Faculty: Negotiating All Over Again, *Thomas H. Beatty*. Newbie Again: Transitioning to the Professoriate From a Life in K-12, *Elizabeth Chase*. Hecate’s Question: Seeing Multiple Dimensions to Navigate Responsibility, Set Goals, and Build Success in a Career, *Noelle Witherspoon Arnold and Autumn Tooms Cyprès*. **SECTION II: TEACHING.** Preparing Educational Leaders as Consumers of Policies and Practices or Thinkers Influencing Educational Reform and Freedom? *Elizabeth Murakami and Frank Hernandez*. The Potential Role of Research Methods Courses in Bridging Research to Practice, *Lisa M. Abrams and Tameshia V. Grimes*. Group Decision Making in Higher Education: Identifying the Tensions Between Tenured/Tenure-Track Faculty and Non-Tenure-Track Faculty, *Brenda Cowlbeck*. **SECTION III: PRACTICE.** The Heart Beats Strong, But the Fist Was Slow to Form: Lessons Learned From My Principal Preparation Program, *Charles Smialek*. A Precarious Intersection of Democracy in the United States: The Public School Administrator’s Dilemma in Working with the School Boards That Employ Them but Who Lack Critical Thinking Skills, *John Tharp*. Idealism, Realism, and Blue Jays in the Gas Chamber of Educational Leadership, *Barbara Driver*. About the Authors.



Great Leaders Equal Great Schools Alliances and Discourse for Educational Reform

Autumn Cyprès, University of Tennessee

2013. Paperback 9781623960131 \$45.99. Hardcover 9781623960148 \$85.99. eBook 9781623960155 \$65.

The networks of Tennessee politicians, school leaders, and academics are rife with significant contributors to the national fabric of educational reform. This cadre includes Former White House Chief of Staff Howard Baker, United States Senator Bill Frist (currently Chairman of the Tennessee State Collaborative on Reforming Education) former United States Secretary of Education Lamar Alexander (currently United States Senator and Conference Chair of the Republican Party) and current Governor Bill Haslam. This network has deep, current ties to The University of Tennessee, the Knoxville area, and school systems across the state of Tennessee. The Center for Educational Leadership is a highly funded, highly visible model for education reform throughout the state of Tennessee. This 3 book series will serve as a calling card for all activities that The Center for Educational Leadership is involved in around the state of Tennessee and the United States. This includes all school leadership summits for policy makers, practitioners, scholars, and legislators. It represents the shared vision and commitment of educational leaders, politicians, educational reformers, and legislators. This book will be distributed to school leaders, professional development coaches, teacher unions, scholars at several Tennessee institutions of higher education, and members of the Tennessee legislature and Department of Education. The audience for this series is primarily school leaders and scholars who are launching and designing new programs or revising and strengthening existing programs. However, those who are discussing policy at the local, state, and national level would be interested in the information given within these pages as it relates clearly to their work in educational leadership.

CONTENTS: Foreword, *Jamie Woodson*. Acknowledgments. Introduction, *Autumn Cyprès and Nicole Wilson*. **PART I: THE MODEL.** A Vision for New Leadership Preparation, *Pam Angelle and Vince Anfara*. Teaching New Leaders: A View From the Academy, *Jason Huff*. Shuttle Diplomacy: An Interview With the Principal in Residence, *Betty Sue Sparks and Autumn Cyprès*. **PART II: NEW LEADERS IN ACTION.** Critical Leadership Responsibilities for Change, *Beth Blevins*. Implementation and Obstacles of Assessment Practice in the Seventh and Eighth-Grade, *Paula Jo Brown*. Data Reflection: How Looking Within Helps Middle School Teachers Improve Instruction, *Jonathan East*. Yes We Can! The How and What of Improving Language Arts and Literacy Achievement, *Kimberle Harrison*. Student Leadership Teams: The Key to Sociopersonal Development, *Alisha Hinton*. Interventions That Work: A Look at Student Attendance and Achievement, *Renee Kelly*. Writing in the Third-Grade: Teacher Strategies and Student Strategies, *Tiffany Mclean*. Comprehensive Approaches to Behavioral Disorder, *Terry Neiporte*. Fostering Instructional Practices That Last, *Ryan Siebe*. The Jeanie in a Bottle: How Writers Workshops Create Middle School Success Stories, *Shay Siler*. Do This, Not That! Inside Data Analysis and the Instructional Decisions of Math Teachers, *Jamie Snyder*. The Best Five: Effective Professional Development Components Utilized by School Leaders That Really Affect Teacher Practices, *Robert Speas*. **PART III: LEADERSHIP DISCOURSES.** Reflections From Allies, *Lamar Alexander, Oliver "Buzz" Thomas, Bob Rider, Jimmy Cheek, Kevin Huffman, James P. McIntyre, Jr., Autumn Cyprès, and Donna Wright*. Epilogue, *John Breckner*. About the Authors.



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