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Navigating the Leadership Continuum: Connecting Theory, Research, and Practitioners' Perspectives

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The books in this series are designed to inform and support administrators across their career spectrum. As such, they can be used as textbooks for students enrolled in educational leadership and administrator professional development programmes, and as companion texts for leaders who are already in the field. This series is also international in scope. It is especially relevant for educational leaders from the Caribbean, Canada, Europe, and the United States of America because it offers unique insights into the nuanced nature of leadership in diverse contexts and the contrast between mainstream leadership and leadership at the periphery.

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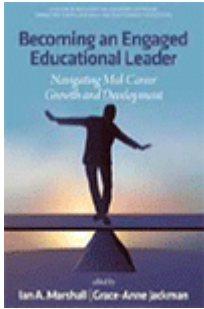
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Becoming an Engaged Educational Leader Navigating Mid-Career Growth and Development

Ian Marshall, The University of the West Indies; Grace-Anne Jackman, The University of the West Indies

2024. Paperback 979-8-88730-671-1 \$52.99. Hardcover 979-8-88730-672-8 \$94.99. eBook 979-8-88730-673-5 \$85.

Explore the uncharted territory of mid-career educational leadership with *Becoming an Engaged Educational Leader: Navigating Mid-Career Growth and Development*. This book addresses the notable gap in educational leadership literature, focusing on the pivotal but often overlooked mid-career phase. It does not aim to be the ultimate guide but serves as a catalyst to stimulate critical thinking, dialogue, and action among educational leaders.

Mid-career leadership is a phase where experienced leaders grapple with unique challenges, standing at the crossroads of their careers. This book delves into the multifaceted aspects of mid-career educational leadership, offering readers a comparative lens by drawing upon experiences and practices from different countries. It recognizes that educational systems are influenced by cultural, social, and economic factors specific to each jurisdiction.

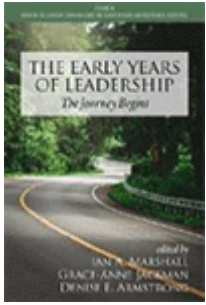
Intended for mid-career educational leaders and administrators, as well as educators shaping the next generation of leaders, this resource provides valuable insights and practical guidance. With vignettes and reflective questions at the end of each chapter, it fosters critical thinking and meaningful discussions among students. Join us on a journey to enhance mid-career leadership in education and contribute to the overall improvement of our educational systems.

ENDORSEMENTS:

"This nine-chapter volume is a captivating work highlighting the value of engagement; the necessity, joys, and pain of growth during a challenging period; and the complexities of the middle years, and (in some instances) mid-careers. The publication represents a thoughtful exploration of a range of important issues that confront school leaders in their middle years, the period during which the natural enthusiasm of engagement with the job begins to wane and the lure of cessation from the task beckons. Given the attendant risks for school performance during this period of a leader's journey, the contribution of this work to shaping the outlook of school leaders and strengthening their resolve, cannot be overstated. The book is a valuable resource for practitioners in the field as well as graduate and undergraduate students preparing to assume leadership roles in schools." - Canute S. Thompson, The University of the West Indies, Mona Campus, Jamaica.

"Becoming an Engaged Educational Leader: Navigating Mid-Career Growth and Development" is a much-needed edited volume that addresses the often-ignored mid-career stage of the educational leader's development. Through their collective work, the editors and chapter authors emphasize the need for school leaders to sustain their professional growth and development through engagement with stakeholders amidst being pulled in multiple directions by educational reforms, policies, and work demands. With its international scope, the book offers valuable perspectives, lessons, and strategies that mid-career school leaders can draw from to grow their leadership capacity and to engage in transformative practices in their organizations." - Benjamin Kutsyuruba, Queen's University, Canada

CONTENTS: Foreword, *Karen Edge*. Introduction, *Ian A. Marshall and Grace-Anne Jackman*. **SECTION I: RUNNING THE GAUNTLET OF MID-CAREER SCHOOL LEADERSHIP: DEVELOPMENT AND PROMOTING A GROWTH MINDSET.** Global Perspectives on Emotional Intelligence and School Leadership in the Mid-Career Years: Lessons for School Improvement, *David Litz and Rida Blaik*. Mid-Career and Transformational Leadership: Perspectives, Principles, and Practices in Educational Organizations, *Darcia Roache*. Grenadian School Principals in Their Middle Years Leading (Through) the Lean Years, *Donna Swapp*. **SECTION II: RUNNING THE GAUNTLET OF MID-CAREER SCHOOL LEADERSHIP: THE PHASE OF GROWTH EXPERIMENTATION, TRIUMPHS, AND CHALLENGES.** Intentional Authorizer Engagement in Sustaining Mid-Career Public Charter School Leadership: Lessons From the Field, *Matthew T. Missias, Leah Breen, Jeff Maxwell, Courtney Stahl, Jan Weckstein, and Jayme Lesperance*. Mid-Career Middle Leaders: Challenges, Coping Mechanisms, Support Systems, and Prospects for Professional Growth and Development, *Ann-Marie Wilmot*. Building and Sustaining School Image and School Brand: Considerations for Mid-Career Leaders in the Quest to Promote School Success at the Primary Level, *Hyacinth L. Harris*. **SECTION III: RUNNING THE GAUNTLET OF MID-CAREER SCHOOL LEADERSHIP: HONING PRINCIPALS' SKILLS THROUGH PROFESSIONAL DEVELOPMENT.** Reframing Mid-Career Motion Toward Momentum: How Intentional Professional Learning Can Stoke the Flames of Experienced Educators, *Jarett Powers and Jessica Docteur*. An Exploratory Analysis of Mid-Career Principals' Assessment Leadership: Practices, Challenges, and Training Needs, *Grace-Anne Jackman and Ian A. Marshall*. Best Practices That Support Mid-Career Women Pursuing Leadership Roles in Higher Education, *Fabiola P. Ehlers-Zavala*. About the Editors. About the Contributors.



The Early Years of Leadership The Journey Begins

Ian Marshall, The University of the West Indies; Grace-Anne Jackman, The University of the West Indies; Denise E. Armstrong, Brock University

2022. Paperback 978-1-64802-995-0 \$52.99. Hardcover 978-1-64802-996-7 \$94.99. eBook 978-1-64802-997-4 \$85.

The Early Years of Leadership: The Journey Begins is distinctive for many reasons, chief among which is a strong commitment to honoring practitioners' stories and empirical research. The chapters in this volume also represent the work of scholars and school practitioners from the global north and south. The fusion of diverse international perspectives allows for greater identification of local and global commonalities and trends that would provide aspiring and novice school principals with practical information and strategies for their development. These include strategies for helping them to find their internal motivation and a roadmap to develop leadership philosophies and negotiate common leadership pitfalls within and outside of the school community. This book is intended for use by aspiring and incumbent school administrators and students enrolled in educational leadership and administration courses. Each chapter offers an overview of the specific area of focus and concludes with reflective activities and questions for discussion. It can therefore be used as a companion reader for administrators, as well as a teaching tool by universities and other professional development programs.

ENDORSEMENTS:

"As an educational leader spanning almost three decades, I find *"The Early Years of Leadership: The Journey Begins"* a delightful must read for both the seasoned and up and coming educational leader, whose objective is a successful career at leading in a changing and challenging educational environment. I commend the Editorial Team for providing a guidebook for managing challenges faced by novice leaders; suggestions for crafting a leadership philosophy; and advice on how to negotiate micro-politics and challenges in schools. Those involved in leadership training and principal preparation would also find this a useful text since it includes vignettes and reflection questions that are sure to generate robust discussion and facilitate the deconstruction of key leadership concepts." — Abel Adekola, Wilkes University

"The stories of the leaders throughout this book demonstrate that leadership is a journey. While there is no predetermined timeline, the pace of progress can be influenced by one's participation in reflective practice, engagement in a community of practice and the availability of ongoing professional development. By providing them with the insight and information needed to understand better the vital role leaders play in fostering school success, *The Early Years of Leadership: The Journey Begins* can assist administrators with the necessary knowledge and guidance to create leaders of learning that can respond to the increasing societal challenges our schools face." — Camille Rutherford, Brock University

CONTENTS: Foreword, Camille Rutherford. Introduction, Ian A. Marshall, Denise E. Armstrong, and Grace-Anne Jackman. Acknowledgments. **SECTION I: CHALLENGES, PITFALLS, AND STRATEGIES.** Developing Resilience of Novice Female Administrators to Address the Challenges, Barriers, and the Changing Nature of the Principalship, Bernadette Dos-Santos Mendes and Benjamin Kutsyuruba. The Journeys of Two Novice Leaders in Education: Adjusting to the Role, Rawatee Maharaj-Sharma. Uncertainty and Dilemma: How Did I Make It as a New Principal? Joycelyn Archibald Pennyfeather. **SECTION II: GROUNDING YOUR LEADERSHIP IN A DYNAMIC SCHOOL ENVIRONMENT: CRAFTING YOUR IDENTITY AND PHILOSOPHY.** Beyond the Two-Eyed Seeing: Navigating Indigenous Leadership in Multiple Worlds, Chas Desjarlais and Fei Wang. Barriers to Middle Leadership and Strategies to Overcome Them, Rene Wihby. Making Role and Relationship Explicit: Forming Principal and Vice-Principal Partnerships, Gary J. Swain. Using a Reflective Lens to Shape Your Leadership Philosophy: A Principal's Perspective, Patricia Ann Springer. **SECTION III: NEGOTIATING MICRO-POLITICS IN THE SCHOOL AND INTERACTIONS WITH EXTERNAL AGENCIES.** A Balancing Act: Equitable Leadership Demands and Institutional Obligations, Perez Oyugi. Ethical Responsibility for Educational Organizations, Gail Markin and Fei Wang. Leading Schools While Managing the Influence of Individuals and Agencies, Hyacinth Harris. Developing a Leadership Platform Through Community Engagement, Hazel M. Carter. The Elusive Goal of Work-Life Balance: Lessons From Women Leaders on Creating a Meaningful Work Life Fit, Karen Edge and Lisa Gallimore. About the Editors. About the Contributors.



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