Call for Yearbook Proposals

Series Editors of the *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service* announce a call for proposals for future IAP New Directions Yearbooks. The IAP New Directions Yearbooks provide an opportunity for scholars to assemble work of innovative value in P-20 educational policy, research, leadership, theory, and teaching practices. Each yearbook engages a set of scholars who cover a single topic in depth.

**ONE YEARBOOK PER YEAR IS RESERVED FOR UCEA BARBARA L. JACKSON SCHOLARS**

BLJ Scholars Yearbook Assistant Editors

Lisa Bass, PhD
North Carolina State University

Hollie Mackey, PhD
University of Oklahoma

At this time we are pleased to announce an open call for proposals for the first round of yearbooks. For full consideration for Phase I, we would like to receive proposals for yearbooks no later than **September 30, 2018.**

At this time, we are particularly looking for yearbooks on the following topics and how they intersect with schooling:

* Policing and Students
* Immigrants and Refugees
* Higher Education Access
Yearbook proposals should include:

**Introduction and overview:** Explain the scope of the book project and explain how it is grounded in and extends the extant educational leadership research base, broadly conceived. Proposals should be aligned with the purpose of the book series. A tentative title for the volume and a brief statement about what the proposed yearbook will aim to accomplish. Include a statement of rationale for why a yearbook on this topic at this time. In view of the literature that may be already available on this topic, why is there a need for the proposed volume? What contribution will the volume make?

**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. This should also include any invited author(s) bios. If the yearbook editor plans to issue a Call for Papers, please include a draft CFP. Indications that various points of view will be recognized and that controversial issues will receive a balanced treatment. In addition, the volume should not be composed of chapters written primarily by representatives of one or two educational institutions or research centers.

**Proposed Timeline.** The timeline should include initial phases of the manuscript process to final submission to editors. This timeline should include a plan for peer review with a list of reviewers and contact information of reviewers. Reviewers should be established in the field. Include a brief description for each projected chapter. At this stage, the table of contents is indeed preliminary and is subject to change as work proceeds on the volume.

**Chapters.** Each entry should be no more than 10,000 words. The yearbooks will have no more than 12 chapters. If the editor decides to require less than 10,000 words per chapter, it may be possible to have up to 15 chapters. The editor of the yearbook is responsible for deciding how the available space will be allocated and for seeing that space limitations are observed.

**Editor Information:** A short bio (no more than one page) describing your experience(s), background, qualifications, etc., that inform your project. Include a copy of the proposed volume editor(s) CV or a link to the online version.

**Please expect up to 4 weeks for review.**

Contact April Peters Hawkins, PhD, New Directions Yearbook Managing Editor at apetersh@central.uh.edu

**Books in this series:**

- Globalization and Education
- (Re)Building Bi/Multilingual Leaders for Socially Just Communities
- Standing Still Is Not an Option
- Educational Leadership and Music
- Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools
- Critical Perspectives on Black Education
- Continuing to Disrupt the Status Quo?
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Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse

Jeffrey S. Brooks, Curtin University; Anthony H. Normore, California State University Dominguez Hills; Melanie C. Brooks, Edith Cowan University; Nicola Sum, Monash University


Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse explores the various ways educators’ work is influenced by globalization. This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are shared around the world. Each chapter presents an educational issue in an understudied international context, such as Saudi Arabia, Guyana, Bangladesh, Malaysia, Indonesia, Brazil, and Nepal. Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership, teaching, and learning. We invite scholars and practitioners to join us in the world schoolhouse, a place where discussion about educational understanding and improvement is not bounded by national borders, school systems or language. This book will both challenge and expand thinking about the complexities of education during a time of globalization and change.

CONTENTS:

(Re)Building Bi/Multilingual Leaders for Socially Just Communities

Soribel Genao, Queens College, City University of New York; Nakia M. Gray-Nicolas, Queens College, City University of New York


The recent decision to end the Deferred Action for Childhood Arrivals (DACA) has had a major impact on many who have been geographically uprooted to places they have never lived or known. Established in 2012, DACA allows eligible immigrant youth (Dreamers) to apply for protection for deportation and work permits in two-year increments. On September 5, 2017 the Trump administration announced that it would tersely end the program. While several organizations have taken charge by advocating and representing Dreamers, there are still many students in school districts who have not been represented or advocated for because of their limited language skills. On January 22, 2019, the U.S. Supreme Court declined, for now, to take up the Trump administration’s request to review the lawsuit challenging the administration’s decision to end Deferred Action for Childhood Arrivals. These students, although here legally, have not been able to attaining these skills simply because our schools do not have the adequate resources and personnel to attend to them (Cherng et al., 2017).

This book exposes the experiences of 15 Educational Leadership candidates focused on improving their bilingual/multilingual school communities via conceptual ideas and policies learned as students and synthesizing these ideas into practice as future administrators. As such, the chapters presented in this project will be focused on the
development of innovative methods to meet the needs of these communities. Guided by social justice leadership, this project exposes the empirical practices of these teacher leaders in their respective New York City communities. Immigration can be an on-going challenge for educational leaders, counselors, school personnel, community members, and those who are engaged in meeting the needs of this population. Teachers and leaders in new immigrant destinations — places that are seeing rapidly increasing numbers of immigrants — often find themselves dealing with a host of unexpected issues: immigrant students’ unique socio-emotional needs, community conflict, a wider range of skills in English, lack of a common language for communication with parents, and more (Tamer, 2014). Still, there is a high need of research providing leadership guidance addressing immigration policies and resources inside and outside schools.


Standing Still Is Not an Option
School Children Using Art for Social Change
Christa Boske, Kent State University


This book captures the experiences of children in U.S. public schools and how they utilize artmaking to disrupt injustices they face. These first-time authors, who represent school children, parents, teachers, and community leaders, focus on artmaking for social change. Their first-tellings provide thought-provoking insights regarding the impact of artmaking on their capacity to promote social justice-oriented work in K-12 school communities.

As the U.S. continues to experience significant demographic shifts, including increases of homeless children, children identified with learning differences, thousands of refugees and immigrants, children living in poverty, children in foster care, and increasing numbers of Children of Color, those who work in schools will need to know how to address disparities facing these underserved communities. These U.S. demographic shifts and issues facing underserved populations provide opportunities for children, teachers, families, and school leaders to deepen their understanding regarding their experiences within their communities and K-12 schools as well as ways to interrupt oppressive practices and policies they face every day through art as social action.

Authors call upon decision-makers who serve children from disenfranchised populations to utilize artmaking to create equal access for children to explore social justice, equity, reflective practices, and promote authentic social action and change through artmaking. Authors reflect on this artmaking process as a catalyst for increasing consciousness, creating imaginative possibilities, and facilitating meaningful change in schools. Authors urge readers to create equal access art spaces to build bridges among schools, families, and communities. Together, they contend that artmaking promotes courageous conversations and encourages the exploration of what it means to live this significant work.

Praise for Standing Still Is Not an Option

Standing Still Is Not an Option is a non-traditional leadership text, not just in words, but in deeds. It took courage for student, first-authors to write/perform this text, and it takes courage for us as educators to read it because our youth want us to speak up more and act differently. To quote one student-first author: “It was all new to me. I never did anything like this before. If I could go back in time, I would tell the principals that they need to care about all of the kids, not just the favorites. If they could actually take the time and talk to me, maybe you would actually care because you would get to know me. I think they would learn I have a lot on my plate and they need to know about these things. It would have really helped me if they would have listened to me, talked to me, and actually showed me they care. If a principal would have shown me they cared, I wouldn’t be where I am today.” Isn’t it past time that teachers and administrators learned to
This book dares to explore the multi-faceted nature of voice and its importance in narrating the experiences that have contoured the lives of persons who are so often conditioned, socialized and placed in a voiceless space by educational institutions. The use of artmaking to articulate hopes and fears, in a non-judgmental space that calls for a socially just education, shifts the focus from traditional notions of narrative to the creative power of expression through art. This work breaks new ground in pushing educational power brokers to come to grips with the multiple ways asymmetric power relations are propagated through traditional structures and how the power of creativity can respond to and disrupt these structures.

Michael Dantley Dean
Professor, Miami of Ohio University

Christa Boske’s edited volume provides an extraordinary service to educational leaders, policy makers, and those who care about the education stakeholders. Through the chapters in this book, Boske and her authors demonstrate the power of artistic storytelling and representation to the development and empowerment of young minds. For those who care about the education of children and youth this is an essential read.

Michelle Young
Professor, University of Virginia
former Executive Director of the University Council for Educational Administration (UCEA)
Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools

Azadeh F. Osanloo, New Mexico State University; Cindy Reed, Northern Kentucky University; Jonathan P. Schwartz, University of Houston


Across the United States, schools face the daunting issue of confronting the widespread effects of bullying, which threaten the physical, emotional, and intellectual well-being and development of youth. Creating and Negotiating Collaborative Spaces for Socially-Just Anti-Bullying Interventions for K-12 Schools is a theoretically and empirically grounded edited volume that describes practical ways to address bullying at both systemic and individual levels. Central to the scope of the book is a diversity-focused approach to assessing and conceptualizing discrimination and bullying among marginalized youth, such as LGBTQ, mixed race, gifted and talented, and special needs populations.

Interspersed with concrete, real-life examples, each chapter in the volume expands on the multiple dimensions of bullying as well as research-backed anti-bullying interventions. The book advances previous literature by addressing contemporary issues in bullying. Special topics include teacher-to-student bullying, cyberbullying, restorative justice practices, and assessment of attitudes toward addressing bullying.

Critical Perspectives on Black Education
Spirituality, Religion and Social Justice

Noelle Witherspoon-Arnold, University of Missouri-Columbia; Melanie C. Brooks, Edith Cowan University; Bruce Makoto Arnold, Louisiana State University


While nation engages in debates concerning central issues of religion and religious diversity in education, the historic saliency of religion and spirituality in the Black community and in the education of its children continues to be largely ignored. Historically, religion and spirituality were foundational to the development and understanding of social justice issues, including, but not limited to, issues of protest, community up-lift, notions of care, and anti-oppression. Taking into account the historical significance of religion and spirituality in the Black community, it is essential for education scholars to cultivate these long-standing connections as a means for advancing contemporary struggles for social justice, religiosity in education, and counter-hegemonic praxis. The purpose of this book is to expand our understanding of spirituality and religion as related to the p-20 schooling of Black students.

Educational scholarship continues to explore the workings of social justice to ameliorate inequities for those who have not been well served in schools. Although the concept of social justice remains a somewhat inchoate term in educational literature, this book seeks to explore the historicity of religion and spirituality while offering a scaffold that links ordinary everyday acts of justice, religion, and spirituality in education to a culture that systematically and institutionally assaults the worth of Black students. It is important to note that this book is grounded in a broad concept of religion and spirituality and the editors seek to be inclusive of all types, styles, and traditions of religiosity and spirituality.

Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership was conceptualized as a follow-up to Breaking Into the All-Male Club: Female Professors of Educational Administration (Mertz, 2009), a book about and by many women who were the first women faculty admitted into departments of educational administration primarily in the 1970’s and 1980’s. This book offers narratives of those women new to the field of educational leadership and makes comparisons to those stories shared by the veteran women in the field to highlight both similarities and differences. Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership is a literary way to preserve and continue the tradition of the sharing/addition of voices to the field of educational leadership that was begun with Breaking Into the All-Male Club. It begs the question, “If the women from Breaking Into the All-Male Club are "firsts," "pioneers," and "groundbreakers," then who are we, the young and new women of the field? If the entrance of women into the field of educational leadership was threatening enough for the veteran women (and still is for many of the young and new women), then the addition of age and ethnicity as confounding factors has likely created a cacophony of dissonance forty years later! Continuing to Disrupt the Status Quo? represents a decade of stories (2002-2012) from young and new women to the field of educational leadership.

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