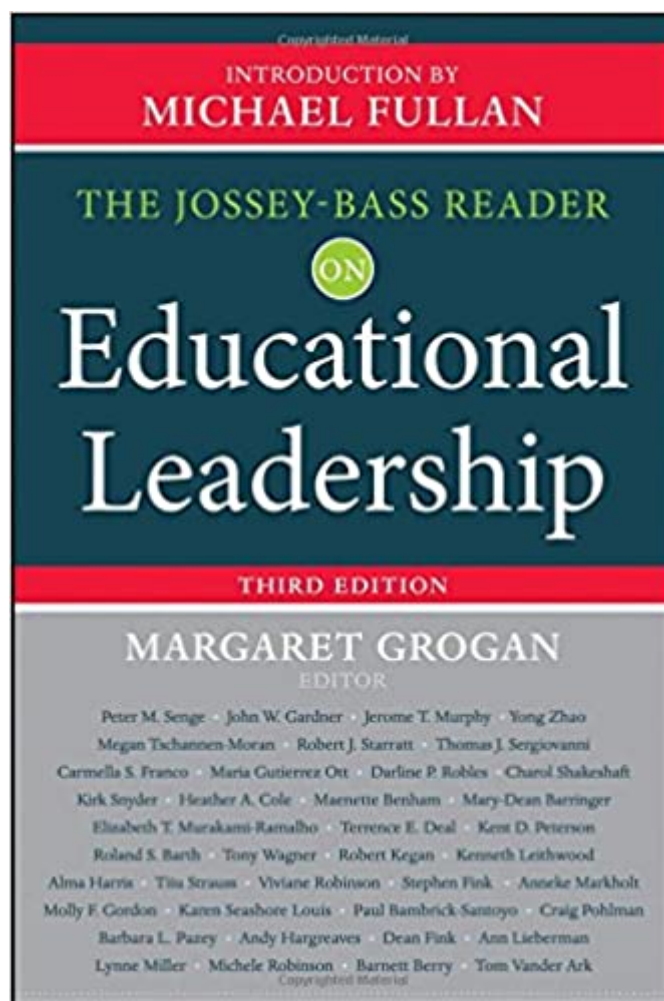


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The Jossey-Bass Reader On Educational Leadership



Synopsis

The newest edition of the bestselling book on educational leadership This expanded and thoroughly updated edition of the popular anthology contains the articles, book excerpts, and seminal reports that define and drive the field of educational leadership today. Filled with critical insights from bestselling authors, education research, and expert practitioners, this comprehensive volume features six primary areas of concern: The Principles of Leadership; Moral and Trustworthy Leadership; Culture and Change; Leadership for Learning; Diversity and Leadership; The Future of Leadership. Offers a practical guide for timeless and current thinking on educational leadership Includes works by Peter Senge and Tom Sergiovanni From Jossey-Bass publishers, a noted leader in the fields of education and leadership This important resource includes relevant and up-to-date articles for leaders today on gender, diversity, global perspectives, standards/testing, e-learning/technology, and community organizing.

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Customer Reviews

From the Foremost Thought Leaders in Education and Beyond This expanded and thoroughly updated edition of the popular anthology contains the articles, book excerpts, and seminal reports that define and drive the field of educational leadership today. Filled with critical insights from bestselling authors, education researchers, and expert practitioners, this comprehensive volume focuses on five primary areas: The Principles of Leadership; Leadership for Social Justice; Culture and Change; Leadership for Learning; and The Future of Educational Leadership. This third edition contains contributions from education and leadership experts including notables such as Roland S.

Barth, Barnett Berry, Terrence E. Deal, Michael Fullan, John W. Gardner, Andy Hargreaves, Kenneth Leithwood, Karen Seashore Louis, Kent D. Peterson, Viviane Robinson, Peter M. Senge, Thomas J. Sergiovanni, Charol Shakeshaft, and Yong Zhao. The compendium's expert contributors explore the topic of educational leadership as seen through the lens of fundamental principles, learning, culture and change, and social justice. From the well-established scholar to the novice practitioner, anyone interested in the current and future state of education will find that this third edition of *The Jossey-Bass Reader on Educational Leadership* is a powerhouse of valuable information.

Jossey-Bass is a leading educational publisher. Their books have been cited for excellence by the American Educational Research Association, the National School Boards Association, and the American Educational Studies Association. The Jossey-Bass Reader series offers both the student and practitioner collections of vital information on various topics in education. Margaret Grogan is a professor of Educational Leadership and Policy in the School of Educational Studies at Claremont Graduate University, California.

The leader, at the helm of an organization, charismatic, visionary, influential, and most definitely in charge of everything, is a bit elusive in this collection of book chapters on educational leadership. John Gardner describes a leader as, "an individual (who) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (p. 17), but even this is qualified by a parenthetical "or leadership team." Jerome Murphy negates the notion of the heroic leader, replacing it with the unheroic leader - one who recognizes his/her own weaknesses, listens more than speaks, and lets go in order to take charge. Megan Tschannen-Mann's leader is one who fosters trust, sets the tone, and serves as a model, but emphatically does not order people around. Terence Deal and Kent Peterson's leader is among other things historian, symbol, potter, poet, and actor, but definitely not controller. Robert Starratt's leader has "presence," bringing him or herself fully and authentically into interactions with others, and being "wide awake to what's in front of" him or her (p. 56). Jack Welch this is not. Permeating almost every chapter of this book is a different conception of leadership, one that takes the emphasis off one heroic individual, and distributes leadership throughout the organization. If leaders exist, they are, according to Thomas Sergiovanni, to be "leaders of leaders" (p. 376). "It's just not possible any longer," writes Peter Senge, "to figure it out" from the top, and have everyone else following the orders of the "grand strategist" (p. 4). An underlying theme, made explicit in Margaret Grogan and Charol Shakeshaft's chapter, is that the

appropriate form of leadership in educational settings is (and you can agree or disagree with this) female in character: relationships are webs, not pyramids; power is exercised "with" and not "over." Sergio Giovanni agrees, contending that the female style is more democratic, participatory, and inclusive than the male style. Much of the content of this reader is an exploration, with examples and cases from education (most obviously K-12) of this distributed, participatory form of leadership. There are riches here if you have the patience to wade through the 500+ pages and find them. For example, in Roland Barth's chapter on risk, he argues that individuals must be allowed to fail if they are to learn: "If you take away a person's right to fail, you take away her right to succeed" (p. 291). And Stephen Fink & Anneke Markholt's discussion of expertise in teaching - and in particular the inadequate job we've done of defining it - is enlightening. Starratt's chapter on presence - I wasn't holding out too much hope for the value of this one - turns out to be inspiring. If you reflect on the vision of leadership in education presented here, you may ask what it is about education (as opposed to business or the military, for example) that calls for this form of leadership. And you may also wonder, with increasing bureaucratic control over much of education at all levels, whether participatory leadership, which seeks to empower the many in an organization, isn't at odds with the directives coming down from the institutional or corporate administration, or school district. In the end, though, nobody's leading if there isn't buy-in, and essentially that's perhaps the biggest theme of this book, and its strength. Its weakness is a lack of much discussion of crisis leadership, which, no matter what the organization, requires a more directive style. Given the diversity of educational contexts, I doubt you'll read it from cover to cover, but it is worth dipping into for the parts that speak to you.

Ugh I dislike this anthology of work. Using for doctoral classes and I greatly dislike this book, many of the articles are not appropriate to the chapter headings.

Extensive collection of the current writings in education. Great for researchers.

Honestly, I was required to buy it for a college class. It was not really what I would call "practical." I wish I could say anything positive about it, but it was a boring read.

This was purchased for a class and came in excellent condition!

Waste of money but it was required by Drexel.

Great book. Well written and easy to read

Very good and easy read

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