

EFPM007Z3classa

Education Leadership

View Online



Archer, M. S. (2003). Introduction: How does structure influence agency? In *Structure, Agency, and the Internal Conversation*. Cambridge University Press.
<https://uoelibrary.idm.oclc.org/login?url=http://www.cambridge.org/core/books/structure-a-gency-and-the-internal-conversation/introduction-how-does-structure-influence-agency/AF32FAD4EFD813C844E15B07339B5B4>

Bacon, E. (2014). *Neo-Collegiality: restoring academic engagement in the managerial university*. <https://core.ac.uk/download/pdf/141222061.pdf>

Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work & Organizational Psychology*, 8(1), 9–32.
<https://doi.org/10.1080/135943299398410>

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189.
<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/03057640902902252>

Bell, V. (1999). Performativity and Belonging: An Introduction. *Theory, Culture & Society*, 16(2), 1–10. <https://doi.org/10.1177/02632769922050511>

Biesta, G. J. J., Priestley, M., & Robinson, S. (2015). The Role of Beliefs in Teacher Agency. *Teachers and Teaching: Theory and Practice*, 21(6), 624–640.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1064916&site=eds-live&scope=site>

Biesta, G., Priestley, M., & Robinson, S. (2016). *Teacher Agency: An Ecological Approach*. Bloomsbury Academic.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991003816719707446&context=L&vid=44UOEX_INST:default

Brandist, C. (2016). 'The risks of Soviet-style managerialism in UK universities' [in] *Times Higher Education Supplement*.
<https://www.timeshighereducation.com/comment/the-risks-of-soviet-style-managerialism-in-united-kingdom-universities>

Burke, P. J. (2000). The Past, Present, and Future of an Identity Theory. *Social Psychology Quarterly*, 63(4). <https://www.jstor.org/stable/2695840>

Bush, T. (2010). *Theories of educational leadership and management* (4th ed). SAGE.
<https://contentstore.cla.co.uk/secure/link?id=1bb6a4f5-2513-e911-80cd-005056af4099>

- Bush, T., & Glover, D. (2014). School Leadership Models: What Do We Know? *School Leadership & Management*, 553–571.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1051451&site=eds-live&scope=site>
- Butler, J. (2006). *Gender trouble: feminism and the subversion of identity* (2nd ed). Routledge.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991015423999707446&context=L&vid=44UOEX_INST:default
- Cañas, A. J., & Novak, J. D. (2009). What is a Concept Map?
<http://cmap.ihmc.us/docs/conceptmap.php>
- Carney, D. R., Cuddy, A. J. C., & Yap, A. (2015). Review and Summary of Research on the Embodied Effects of Expansive (vs. Contractive) Nonverbal Displays. *Psychological Science*, 26(5), 0956–7976.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=102576142&site=eds-live&scope=site>
- Carney, D. R., Cuddy, A. J. C., & Yap, A. J. (2010). Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance. *Psychological Science*, 21(10), 1363–1368.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.41062490&site=eds-live&scope=site>
- Courtney, S. J. (2015). Corporatised Leadership in English Schools. *Journal of Educational Administration and History*, 47(3), 214–231.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1063005&site=eds-live&scope=site>
- Crow, G., Day, C., & Møller, J. (2017). Framing Research on School Principals' Identities. *International Journal of Leadership in Education*, 265–277.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1136385&site=eds-live&scope=site>
- Cuddy, A. J. C., Schultz, S. J., & Fosse, N. E. (2018). P-Curving a More Comprehensive Body of Research on Postural Feedback Reveals Clear Evidential Value for Power-Posing Effects: Reply to Simmons and Simonsohn (2017). *Psychological Science*, 29(4), 0956–7976.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=129133561&site=eds-live&scope=site>
- Cuddy, A. J. C., Wilmoth, C. A., Yap, A. J., & Carney, D. R. (2015). Preparatory Power Posing Affects Nonverbal Presence and Job Interview Performance. *Journal of Applied Psychology*, 100(4). <https://doi.org/10.1037/a0038543>
- Dimmock, C. (1999). Principals and school restructuring: conceptualising challenges as dilemmas. *Journal of Educational Administration*, 37(5), 441–462.
<https://doi.org/10.1108/09578239910288414>
- Eacott, S. (2011). Preparing 'Educational' Leaders in Managerialist Times: An Australian Story. *Journal of Educational Administration and History*, 43(1), 43–59.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true>

ue&db=eric&AN=EJ937337&site=eds-live&scope=site

Emirbayer, M., & Mische, A. (1998). What Is Agency? *American Journal of Sociology*, 103(4), 962–1023.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.10.1086.231294&site=eds-live&scope=site>

Fine, C. (2010). *Delusions of gender: the real science behind sex differences*. Icon Books.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991000896889707446&context=L&vid=44UOEX_INST:default

Fitzgerald, T. (2010). Spaces In-Between: Indigenous Women Leaders Speak Back to Dominant Discourses and Practices in Educational Leadership. *International Journal of Leadership in Education*, 93–105.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ880728&site=eds-live&scope=site>

Fuller, K. (2015a). *Gender, identity and educational leadership*. Bloomsbury.

https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991006458019707446&context=L&vid=44UOEX_INST:default

Fuller, K. (2015b). *Gender, identity and educational leadership*. Bloomsbury.

https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991006458019707446&context=L&vid=44UOEX_INST:default

Fuller, K. (2017). Women secondary head teachers in England. *Management in Education*, 31(2), 54–68.

<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1177%2F0892020617696625>

Garrison, K. E., Tang, D., & Schmeichel, B. J. (2016). Embodying Power: A Preregistered Replication and Extension of the Power Pose Effect. *Social Psychological and Personality Science*, 7(7).

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000382705900002&site=eds-live&scope=site>

Gewirtz, S., & Ball, S. (2000). From 'Welfarism' to 'New Managerialism': Shifting discourses of school headship in the education marketplace. *Discourse: Studies in the Cultural Politics of Education*, 21(3), 253–268.

<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/713661162>

Giddens, A. (2003). Chapter 5: Theorising agency and structure. In *A Beginner's Guide to Social Theory*. SAGE.

<http://sk.sagepub.com/books/a-beginners-guide-to-social-theory/n6.xml>

Gillies, D. (2013a). *Educational leadership and Michel Foucault*. Routledge.

https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991008407279707446&context=L&vid=44UOEX_INST:default

Gillies, D. (2013b). *Educational leadership and Michel Foucault*. Routledge.

https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991008407279707446&context=L&vid=44UOEX_INST:default

- Grenfell (ed.), M. (2012). *Pierre Bourdieu: Key Concepts* (Second edition). Acumen.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991007966969707446&context=L&vid=44UOEX_INST:default
- Grenfell, M., & James, D. (1998). *Bourdieu and education: acts of practical theory*. Falmer Press.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991004788359707446&context=L&vid=44UOEX_INST:default
- Gronn, P. (1999). *The making of educational leaders*. Cassell.
http://encore.exeter.ac.uk/iii/encore/record/C__Rb3465445?lang=eng
- Gronn, P. (2002). Distributed leadership as a unit of analysis. *Leadership Quarterly*, 13(4).
[https://doi.org/10.1016/S1048-9843\(02\)00120-0](https://doi.org/10.1016/S1048-9843(02)00120-0)
- Gruwell, E. (1999). *The Freedom Writers diary: how a teacher and 150 teens used writing to change themselves and the world around them* (1st ed). Doubleday.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991008535389707446&context=L&vid=44UOEX_INST:default
- Gunter, H. (2004). Labels and Labelling in the Field of Educational Leadership. *Discourse: Studies in the Cultural Politics of Education*, 25(1), 21–41.
<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/0159630042000178464>
- Hall, D., Gunter, H. M., & Bragg, J. (2011). The Discursive Performance of Leadership in Schools. *Management in Education*, 32–36.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ913180&site=eds-live&scope=site>
- Hall, D. J. (2013). The strange case of the emergence of distributed leadership in schools in England. *Educational Review*, 65(4), 467–487.
<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/00131911.2012.718257>
- Haslam, S. A., Reicher, S., & Platow, M. (2011). *The new psychology of leadership: identity, influence, and power*. Psychology Press.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991004786739707446&context=L&vid=44UOEX_INST:default
- Hatcher, R. (2005). The Distribution of Leadership and Power in Schools. *British Journal of Sociology of Education*, 26(2), 2005–2267.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.30036061&site=eds-live&scope=site>
- Hoyle, E., & Wallace, M. (2005). *Educational leadership: ambiguity, professionals and managerialism*. SAGE.
https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991004868229707446&context=L&vid=44UOEX_INST:default
- Institute of Education. (n.d.). *ASPIRES 2*.
<https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/aspires-2>

Jepburn, H. (2018). Ditch the idea of hero headteachers. *Tes*.
<https://www.tes.com/news/ditch-idea-hero-headteachers>

Johansson, O., & Day, C. (2009). Building and sustaining successful principalship in England: the importance of trust. *Journal of Educational Administration*, 47(6), 719–730.
<https://doi.org/10.1108/09578230910993104>

Johansson, O., & Drysdale, L. (2009). An Australian model of successful school leadership : Moving from success to sustainability. *Journal of Educational Administration*, 47(6), 697–708. <https://doi.org/10.1108/09578230910993087>

Ladkin, D., & Taylor, S. S. (2010). Enacting the 'true self': Towards a theory of embodied authentic leadership. *The Leadership Quarterly*, 21(1), 64–74.
<https://doi.org/10.1016/j.leaqua.2009.10.005>

Lightfoot, S. L. (1983a). *The Good High School: Portraits of Character and Culture*. Basic Books.
<https://contentstore.cla.co.uk/secure/link?id=14b8e740-72e6-e811-80cd-005056af4099>

Lightfoot, S. L. (1983b). *The Good High School: Portraits of Character and Culture*. Basic Books.
<https://contentstore.cla.co.uk/secure/link?id=c1431332-71e6-e811-80cd-005056af4099>

Lightfoot, S. L. (1983c). *The good high school: portraits of character and culture*. Basic Books.
<https://contentstore.cla.co.uk/secure/link?id=7743f771-70e6-e811-80cd-005056af4099>

Lingard, B., Hayes, D., Christie, P., & Mills, M. (2004). Productive leaders and productive leadership : Schools as learning organisations. *Journal of Educational Administration*, 42(5), 520–538. <https://doi.org/10.1108/09578230410554043>

Lingard, P., & Christie, P. (2003). Leading theory: Bourdieu and the field of educational leadership. An introduction and overview to this special issue. *International Journal of Leadership in Education*, 6(4), 317–333. <https://doi.org/10.1080/1360312032000150724>

MacBeath, J. (2006). A Story of Change: Growing Leadership for Learning. *Journal of Educational Change*, 7(1–2), 33–46.
<https://uoelibrary.idm.oclc.org/login?url=http://link.springer.com/article/10.1007/s10833-006-0011-6>

MacNeill, N., Silcox, S., & Boyd, R. (2018). Transformational and Transactional Leadership: a false dichotomy of leadership in schools. *Education Today*, 18(1), 10–12.
http://www.educationtoday.com.au/_images/articles/pdf/article-pdf-1433.pdf

McKinlay, A. (2010). Performativity and the politics of identity: Putting Butler to work. *Critical Perspectives on Accounting*, 21(3), 232–242.
<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1045235409001294&site=eds-live&scope=site>

Moreau, M., Osgood, J., & Halsall, A. (2007). Making sense of the glass ceiling in schools: an exploration of women teachers' discourses. *Gender and Education*, 19(2), 237–253.

<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/09540250601166092>

OECD. (2018). Education for a bright future in Greece. OECD.

https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991008423819707446&context=L&vid=44UOEX_INST:default

Peterson, H. (2016). Is Managing Academics 'Women's Work'? Exploring the Glass Cliff in Higher Education Management. *Educational Management Administration & Leadership*, 112-127.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1086446&site=eds-live&scope=site>

Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher Agency in Curriculum Making: Agents of Change and Spaces for Manoeuvre. *Curriculum Inquiry*, 42(2), 191-214.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ959842&site=eds-live&scope=site>

Rottmann, C. (2006). Queering Educational Leadership from the inside out. *International Journal of Leadership in Education*, 1-20.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ830183&site=eds-live&scope=site>

Shutts, K., Kenward, B., Falk, H., Evegran, A., & Fawcett, C. (2017). Early preschool environments and gender: Effects of gender pedagogy in Sweden. *Journal of Experimental Child Psychology*. <https://doi.org/10.1016/j.jecp.2017.04.014>

Simkins, T. (2000). Education reform and managerialism: comparing the experience of schools and colleges. *Journal of Education Policy*, 15(3), 317-332.

<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/02680930050030455>

Simmons, J. P., & Simonsohn, U. (2017). Power Posing: P-Curving the Evidence. *Psychological Science*, 28(5), 0956-7976.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=123004879&site=eds-live&scope=site>

Smith, A. E. (2015). On the Edge of the Glass Cliff: Women in Leadership in Public Organizations. *Public Administration Quarterly*, 39(3), 484-517.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.24773425&site=eds-live&scope=site>

Smith, P., & Bell, L. (2011). Transactional and Transformational Leadership in Schools in Challenging Circumstances: A Policy Paradox. *Management in Education*, 58-61.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ923788&site=eds-live&scope=site>

Spicer, A. (2018). No bosses, no managers: the truth behind the 'flat hierarchy' facade. *The Guardian*.

<https://www.theguardian.com/commentisfree/2018/jul/30/no-bosses-managers-flat-hierarchy-workplace-tech-hollywood>

Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating School Leadership Practice: A Distributed Perspective. *Educational Researcher*, 23-28.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ624230&site=eds-live&scope=site>

Stets, J. E., & Serpe, R. T. (Eds.). (2016). *New directions in identity theory and research*. Oxford University Press.

https://exeter.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991002795019707446&context=L&vid=44UOEX_INST:default

Tams, C. (2018). *Bye-Bye, Heroic Leadership. Here Comes Shared Leadership*.

<https://www.forbes.com/sites/carstentams/2018/03/09/bye-bye-heroic-leadership-here-comes-shared-leadership/#3868f1f52c67>

Teelken, C. (2012). Compliance or pragmatism: how do academics deal with managerialism in higher education? A comparative study in three countries. *Studies in Higher Education*, 37(3), 271–290.

<https://uoelibrary.idm.oclc.org/login?url=http://doi.org/10.1080/03075079.2010.511171>

Time Higher Education Supplement. (9 C.E.).

<https://digital.timeshighereducation.com/THE090818-JD9S2/html5/index.html>

Wagenmakers, E.-J., Gronau, Q. F., Van Erp, S., Heck, D. W., Cesario, J., & Jonas, K. J. (2017). A Bayesian model-averaged meta-analysis of the power pose effect with informed and default priors: the case of felt power. *Comprehensive Results in Social Psychology*, 2(1), 123–138.

<https://uoelibrary.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=ejs42644452&site=eds-live&scope=site>