EFPM007Z3classa

Education Leadership

1.

Dimmock, C. Principals and school restructuring: conceptualising challenges as dilemmas. Journal of Educational Administration **37**, 441–462 (1999).

2.

Hall, D., Gunter, H. M. & Bragg, J. The Discursive Performance of Leadership in Schools. Management in Education 32–36 (2011).

3.

Lightfoot, S. L. The Good High School: Portraits of Character and Culture. (Basic Books, 1983).

4.

Johansson, O. & Drysdale, L. An Australian model of successful school leadership : Moving from success to sustainability. Journal of Educational Administration **47**, 697–708 (2009).

5.

Gronn, P. The making of educational leaders. (Cassell, 1999).

6.

Gronn, P. Distributed leadership as a unit of analysis. Leadership Quarterly **13**, (2002).

7.

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

8.

Tams, C. 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 (2018).

9.

Bush, T. Theories of educational leadership and management. (SAGE, 2010).

10.

Time Higher Education Supplement. (9AD).

11.

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

12.

Bacon, E. Neo-Collegiality: restoring academic engagement in the managerial university. (2014).

13.

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

14.

Lightfoot, S. L. The Good High School: Portraits of Character and Culture. (Basic Books,

1983).

15.

MacNeill, N., Silcox, S. & Boyd, R. Transformational and Transactional Leadership: a false dichotomy of leadership in schools. Education Today **18**, 10–12 (2018).

16.

Lightfoot, S. L. The good high school: portraits of character and culture. (Basic Books, 1983).

17.

Bass, B. M. Two Decades of Research and Development in Transformational Leadership. European Journal of Work & Organizational Psychology **8**, 9–32 (1999).

18.

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

19.

Hoyle, E. & Wallace, M. Educational leadership: ambiguity, professionals and managerialism. (SAGE, 2005).

20.

Bush, T. & Glover, D. School Leadership Models: What Do We Know? School Leadership & Management 553–571 (2014).

21.

Jepburn, H. Ditch the idea of hero headteachers. Tes (2018).

22.

Lingard, B., Hayes, D., Christie, P. & Mills, M. Productive leaders and productive leadership : Schools as learning organisations. Journal of Educational Administration **42**, 520–538 (2004).

23.

MacBeath, J. A Story of Change: Growing Leadership for Learning. Journal of Educational Change **7**, 33–46 (2006).

24.

Hatcher, R. The Distribution of Leadership and Power in Schools. British Journal of Sociology of Education **26**, 2005–267 (2005).

25.

Hall, D. J. The strange case of the emergence of distributed leadership in schools in England. Educational Review **65**, 467–487 (2013).

26.

Johansson, O. & Day, C. Building and sustaining successful principalship in England: the importance of trust. Journal of Educational Administration **47**, 719–730 (2009).

27.

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

28.

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

29.

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

30.

Brandist, C. 'The risks of Soviet-style managerialism in UK universities' [in] Times Higher Education Supplement. (2016).

31.

Burke, P. J. The Past, Present, and Future of an Identity Theory. Social Psychology Quarterly **63**, (2000).

32.

Beauchamp, C. & Thomas, L. Understanding teacher identity: an overview of issues in the literature and implications for teacher education. Cambridge Journal of Education **39**, 175–189 (2009).

33.

Bell, V. Performativity and Belonging: An Introduction. Theory, Culture & Society **16**, 1–10 (1999).

34.

Butler, J. Gender trouble: feminism and the subversion of identity. (Routledge, 2006).

35.

Crow, G., Day, C. & Møller, J. Framing Research on School Principals' Identities. International Journal of Leadership in Education 265–277 (2017).

36.

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

37.

Haslam, S. A., Reicher, S. & Platow, M. The new psychology of leadership: identity, influence, and power. (Psychology Press, 2011).

38.

McKinlay, A. Performativity and the politics of identity: Putting Butler to work. Critical Perspectives on Accounting **21**, 232–242 (2010).

39.

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

40.

New directions in identity theory and research. (Oxford University Press, 2016).

41.

Gruwell, E. The Freedom Writers diary: how a teacher and 150 teens used writing to change themselves and the world around them. (Doubleday, 1999).

42.

Institute of Education. ASPIRES 2. https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/aspires-2.

43.

Fine, C. Delusions of gender: the real science behind sex differences. (Icon Books, 2010).

44.

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

45.

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

46.

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

47.

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

48.

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

49.

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

50.

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

51.

Carney, D. R., Cuddy, A. J. C. & Yap, A. Review and Summary of Research on the Embodied

Effects of Expansive (vs. Contractive) Nonverbal Displays. Psychological Science **26**, 0956–7976 (2015).

52.

Carney, D. R., Cuddy, A. J. C. & Yap, A. J. Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance. Psychological Science **21**, 1363–1368 (2010).

53.

Cuddy, A. J. C., Schultz, S. J. & Fosse, N. E. 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**, 0956–7976 (2018).

54.

Cuddy, A. J. C., Wilmuth, C. A., Yap, A. J. & Carney, D. R. Preparatory Power Posing Affects Nonverbal Presence and Job Interview Performance. Journal of Applied Psychology **100**, (2015).

55.

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

56.

Grenfell, M. & James, D. Bourdieu and education: acts of practical theory. (Falmer Press, 1998).

57.

Wagenmakers, E.-J. et al. 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**, 123–138 (2017).

58.

Ladkin, D. & Taylor, S. S. Enacting the 'true self': Towards a theory of embodied authentic leadership. The Leadership Quarterly **21**, 64–74 (2010).

59.

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

60.

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

61.

Archer, M. S. Introduction: How does structure influence agency? in Structure, Agency, and the Internal Conversation (Cambridge University Press, 2003).

62.

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

63.

Biesta, G. J. J., Priestley, M. & Robinson, S. The Role of Beliefs in Teacher Agency. Teachers and Teaching: Theory and Practice **21**, 624–640 (2015).

64.

Cañas, A. J. & Novak, J. D. What is a Concept Map? http://cmap.ihmc.us/docs/conceptmap.php (2009).

65.

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

66.

Grenfell (ed.), M. Pierre Bourdieu: Key Concepts. (Acumen, 2012).

67.

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

68.

Biesta, G., Priestley, M. & Robinson, S. Teacher Agency: An Ecological Approach. (Bloomsbury Academic, 2016).

69.

Eacott, S. Preparing 'Educational' Leaders in Managerialist Times: An Australian Story. Journal of Educational Administration and History **43**, 43–59 (2011).

70.

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

71.

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

72.

Courtney, S. J. Corporatised Leadership in English Schools. Journal of Educational Administration and History **47**, 214–231 (2015).

73.

Gunter, H. Labels and Labelling in the Field of Educational Leadership. Discourse: Studies in the Cultural Politics of Education **25**, 21–41 (2004).