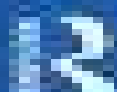


# Educational Administration and History

The State of the Field

Edited by

Tanya Fitzgerald and Peter Gumbel



Routledge

# Educational Administration And History The State Of The Field

**John L. Rury, Eileen H. Tamura**



## **Educational Administration And History The State Of The Field:**

Educational Administration and History Tanya Fitzgerald, Helen Gunter, 2013-10-18 In the past 40 years there have been a number of significant developments across the fields of educational administration and history In this volume the authors have selected a number of key issues to illustrate and trace these changes The seven articles by leading scholars in the field offer an analysis of contemporary educational administration history and policy debates and how this has impacted on teachers leaders schools and the education sector This book offers readers a valuable insight into continuing and contemporary debates in the field and the authors offer a refreshing interpretation of these debates This book provides a rich analysis from a range of theoretical methodological perspectives and highlights the extent to which these debates remain a contemporary concern This book was published as a special issue of the Journal of Educational Administration and History

**The History of Educational Administration Viewed Through Its Textbooks** Thomas E. Glass, 2004 The History of Educational Administration Viewed Through Its Texts provides the reader a history of the development of the professional field of educational administration From the Common School Era of the 1840s through the Era of Accountability in 2000 leaders of the profession wrote textbooks to both inform and instruct those desiring to follow in their footsteps Historical leaders such as Elwood Cubberley George Strayer George Counts and Jesse Sears are identified and the ways in which their work influenced the profession and the public schools is examined The various management themes running through the practice of educational administration over a 150 year period are also discussed Among these themes is the administrator as a philosopher and manager of virtue scientific manager executive transformational leader instructional leader in a time of high stakes accountability The schools of thought affecting the preparation of education administrators is also discussed in the framework of general educational administration textbooks The early textbooks written by the grandfathers were compendiums of best practice later eclipsed in the 1960s by a theory movement to make practice more scientific This new movement was based on research in the social and behavioral sciences The theory movement presently seems to be giving way to a return of textbooks being compendiums of best practice based on professional standards Lastly an exploration of the development and impact the specialization of the field has had on both textbooks and practice is included The splintering of the educational administration professorate into finance law policy personnel and other specialties has had a profound impact on textbooks and practice The development of standards dictating certification and licensing has also been influenced by specialization as opposed to general preparation This book is a must for university libraries and every doctoral student writing a dissertation in education of general educational administration textbooks The early textbooks written by the grandfathers were compendiums of best practice later eclipsed in the 1960s by a theory movement to make practice more scientific This new movement was based on research in the social and behavioral sciences The theory movement presently seems to be giving way to a return of textbooks being compendiums of best practice based on professional standards Lastly

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**Educational Administration and history ,1976     An Intellectual History of School Leadership Practice and Research Helen M. Gunter,2016-01-28 An**

Intellectual History of School Leadership Practice and Research presents a detailed and critical account of the ideas that underpin the practice of educational leadership through drawing on over 20 years of research into those who generate popularise and use those ideas It moves from abstracted accounts of knowledge claims based on studying field outputs towards the biographies and practices of those actively involved in the production and use of field knowledge The book presents a critical account of the ideas underpinning educational leadership and engages with those ideas by examining the origins development and use of conceptual frameworks and models of best practice It deploys an original approach to the design and composition of an intellectual history and as such it speaks to a wider audience of scholars who are interested in developing and deploying such approaches in their particular fields Leadership for Inclusive Education G. Mac Ruairc,E. Ottesen,R. Precey,2013-02-11 Inclusion is increasingly becoming one of the policy drivers shaping educational discourse and practice What constitutes the term inclusion itself and how ideas derived from the different perspectives on inclusion impact school leadership practice point to a highly contested field of enquiry Originally embedded in discourse relating to special education ideas relating to inclusion are attracting much broader appeal within system reforms in many jurisdictions This book seeks to keep the consideration of inclusion firmly in its broader context and to decouple it from the discourse relating to students with special educational additional needs This allows the authors to position their contributions more explicitly within discourses that draw on difference and diversity as unavoidable features of schools Within this collection we address the current political dogmas in many countries that take a purely rational managerial approach to leadership arguing that this is not contributing to inclusion in schools In doing this the book seeks to shape current discourses on leadership by exploring perspectives which are likely to enhance our understanding of inclusion Tolerance respect listening clarifying language being comfortable with differences and ambiguity and articulating and challenging the rationale behind the way we do things around here are key aspects of inclusive leadership and also fundamental imperatives for writing this book It will be useful to those in education who are engaged in further academic study in education or in reflective practice and to anyone taking advanced programmes in educational leadership and management The international perspectives on the issue of inclusion informing this book ensure that this book will be essential for those engaged in a comparative analysis of leadership practice in different contexts or those concerned with the complexity of ensuring inclusive models of education

*Report of the President of Harvard College and Reports of Departments* Harvard University,1919 Beyond Leadership Scott Eacott,2017-11-06 This book systematically elaborates Scott Eacott s relational approach to organizational theory in education Contributing to the relational trend in the social sciences it first surveys relational scholarship across disciplines before providing a nuanced articulation of the relational research program and key concepts such as organizing activity auctors and spatio temporal conditions It also includes critical commentaries on the program from key figures such as Tony Bush Megan Crawford Fenwick English Helen Gunter Izhar Oplatka Augusto Riveros and Dawn Wallin As such the text

models an approach to or social epistemology for building knowledge claims in relation rather than through parallel monologues. Eacott's relational approach provides a distinctive post-Bourdieuian variant of the relational sociological project. Shifting the focus of inquiry from entities (e.g. leaders, organizations) to organizing activity and recognizing how actors generate simultaneously emerging from and constitutive of spatio-temporal conditions unsettles the orthodoxy of organizational theory in educational administration and leadership. By presenting its claims in the context of other approaches, the book stimulates intellectual debate among both relational sociologists and opponents of relational approaches. *Beyond Leadership* provides significant insights into the organizing of education. As it does not fit neatly into any one field but instead blends educational administration and leadership, organizational studies and relational sociology among others, it charts new territory and promotes important dialogue and debate.

**The Oxford Handbook of the History of Education** John L. Rury, Eileen H. Tamura, 2019-06-17 This handbook offers a global view of the historical development of educational institutions, systems of schooling, ideas about education and educational experiences. Its 36 chapters consider changing scholarship in the field, examine nationally oriented works by comparing themes and approaches, and lend international perspective on a range of issues in education and provide suggestions for further research and analysis. Like many other subfields of historical analysis, the history of education has been deeply affected by global processes of social and political change, especially since the 1960s. The handbook weighs the influence of various interpretive perspectives, including revisionist viewpoints, taking particular note of changes in the past half century. Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context and how these influences have affected the experiences of students, their families, and the educators who have worked with them. The Handbook provides insight and perspective on a wide range of topics, including pre-modern education, colonialism and anti-colonial struggles, indigenous education, minority issues in education, comparative international and transnational education, childhood education, non-formal and informal education, and a range of other issues. Each contribution includes endnotes and a bibliography for readers interested in further study.

*Advancing Higher Education as a Field of Study* Sydney Freeman, Linda Serra Hagedorn, Lester Goodchild, Dianne Wright, 2023-07-03 Winner of the 2015 Auburn Authors Awards Where is higher education as a field of study going in this century? How will higher education program leaders design and sustain their degree programs' vitality in the face of perennial challenges from inside and outside the academy? While in 1979 the Council for the Advancement of Standards in Higher Education (CAS) defined standards for student affairs master's level preparation and while 2010 saw the adoption of guidelines for higher education administration and leadership preparation programs at the master's degree level, there still are, however, no guidelines that address higher education leadership, doctoral programs, despite increasing demands for assessment and evaluation. This book suggests that higher education administration, doctoral degree guidelines are a critical next step in advancing their program quality and continuity.

It offers a review of the field's history the condition of its higher education programs developments from the student affairs specialization and its guidelines and a multi chapter dialogue on the benefits or disadvantages of having guidelines At a time of urgency to prepare the next generation of higher education faculty and leaders this book sets out the parameters for the debate about what the guidelines should cover to ensure the appropriate and effective preparation of students It also offers a useful framework for enriching the knowledge of deans chairs program coordinators and faculty who are engaged in program design assessment and revision It will also be of interest to policymakers the personnel of accrediting agencies and not least graduate students within higher education preparation programs All the contributors to this volume have the exemplary expertise leadership experience and a close association with higher education guidelines and standards and have extensively contributed to the literature on higher education

*Educating the Masses: the Unfolding History of Black School Admin in Arkansa (p)* C. Calvin Smith, 2003 Utilizing information from surveys conducted by the Retired Educators of Little Rock and Other Public Schools who developed the idea for this book as well as examining both private and public documents and secondary sources C Calvin Smith and contributing editor Linda Walls Joshua have compiled an unprecedented historical collection that pinpoints the key players their struggles and their victories in the ongoing movement to improve black education in Arkansas Jacket

*Resources in Education* ,1992-04      **Reports of the President and the Treasurer of Harvard College** Harvard University, 1917      *Biennial Report of the Superintendent of Public Instruction of the State of Illinois* Illinois. Office of the Superintendent of Public Instruction, 1911      *Biennial Report of the Superintendent of Public Instruction of the State of Illinois for the Years ...* Illinois. Office of the Superintendent of Public Instruction, 1924

Introduction to the American Official Sources for the Economic and Social History of the World War Carnegie Endowment for International Peace. Division of Economics and History, 1926 List of editors publishers and plan of series 18 p at end Includes bibliographies      **A History of Education in the United States** Edwin Grant Dexter, 1904      The Harvard University Catalogue Harvard University, 1919      **Minnesota Journal of Education** ,1928      **International Handbook of Curriculum Research** William F. Pinar, 2003-04-01 The International Handbook of Curriculum Research is the first collection of reports on scholarly developments and school curriculum initiatives worldwide Thirty four essays on 28 nations framed by four introductory chapters provide a panoramic      **Journal of the National Education Association** ,1928

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