Theorising Identity and Subjectivity in Educational Leadership Research

Identity matters. Who we are in terms of our intersecting identities such as gender, race, social class, (dis)ability, geography, and religion are integral to who we are and how we navigate work and life. Unfortunately, many people have yet to grasp this understanding and, as a result, so many of our work spaces lack appropriate responses to what this means. Therefore, Identity Intersectionalities, Mentoring, and Work-life (Im)balance: Educators (Re)negotiate the Personal, Professional, and Political, the most recent installment of the work-life balance series, uses an intersectional perspective to critically examine the concept of work-life balance. In an effort to build on the first book in the series, that focused on professors in educational leadership preparation programs, the authors here represent educators across the P-20 pipeline (primary and secondary schools in addition to higher education). This book is also unique in that it includes the voices of practitioners, students, and academics from a variety of related disciplines within the education profession, enabling the editors to include a diverse group of educators whose many voices speak to work-life balance in
unique and very personal ways. Contributing authors challenge whether the concept of work-life balance might be conceived as a privileged—and even an impractical—endeavor. Yet, the bottom line is, conceptions of work-life balance are exceptionally complex and vary widely depending on one’s many roles and intersecting identities. Moreover, this book considers how mentoring is important to negotiating the politics that come with balancing work and life; especially, if those intersecting identities are frequently associated with unsolicited stereotypes that impede upon one’s academic, professional and personal pursuits in life. Finally, the editors argue that the power to authentically “be ourselves” is not only important to individual success, but also beneficial to fostering an institutional culture and climate that is truly supportive of and responsive to diversity, equity, and justice. Taken together, the voices in this book are a clarion call for P-12 and higher education professionals and organizations to envision how identity intersectionalities might become an everyday understanding, a normalized appreciation, and a customary commitment that translates into policy and practice.

**Critical Leadership Praxis for Educational and Social Change**

Drawing upon the theoretical frameworks of Beauboeuf-Lafontant (2002), Collins (2009), Crenshaw (1991), and Dillard (2012), this volume makes a case for centering the voices and experiences of Black women in the protection and educational uplift of Black children. While examinations of how Black educators articulate and enact a need to protect Black students from racialized harm exist (McKinney de Royston et. al., 2020), this book is a collection of autoethnographic narratives from Black mother educators who work at the intersections of their personal and professional identities to protect Black children. Intersectionality allows us to look at the nexus of our identities in regards to race, gender and occupation— as Black, women and educators. Our goal for this volume was to bring together scholars who can support theorizing the intersectionality of our identities as Black mothers and educators, particularly its influence on our pedagogical practices and the safekeeping of Black children. This volume explicates stories of motherwork from Black mother educators whose professional spaces span K-12 to higher education contexts. Collectivity, this volume expounds upon the dimension of “protector” within the literature on Black women teachers.

**Black Girls Experiencing Their Intersectional Identities in School**

This guide offers current and future student affairs practitioners a new conceptual framework for identity-conscious and intersectional supervision. Presenting an original and transformative model to address day-to-day challenges, this book gives practitioners a strategic approach to engage in self-work, identity exploration, relationship building, consciousness raising, trust development, and organizational change, ultimately helping them become more adept at supervising people from a range of backgrounds and experiences. Chapters include theoretical underpinnings, practical tips, case studies, and discussion questions to explore strategies in real-life contexts. Identity-Conscious Supervision in Student Affairs is a key tool for student affairs practitioners
to effectively change systems of dominance and inequity on their campuses.

The Politics of Education Policy in an Era of Inequality

This significant text employs an intersectional analysis and considers the role of queer frameworks to understand the experiences of Queer People of Color at historically white institutions of higher education in the U.S. By presenting data from student interviews and reflection journals, the book explores what it means to hold multiple minoritized identities, and asks how such intersections are navigated, contested, and experienced on college campuses. Exploring both micro- and macro-level mappings of marginalization and power, the text reveals issues including institutional erasure, pervasive whiteness in college and LGBTQ+ communities, and institutionalized racism and heterosexism, and offers in-depth insights into the material, psychological, emotional, and social impacts on queer students of color. Ultimately, the analysis highlights the necessity of employing intersectional frameworks for addressing interlocking systems of oppression and offers recommendations for the integration and support of queer students of color at historically white institutions (HWIs). This monograph will offer invaluable insights for scholars, researchers, and graduate students working in the fields of gender and sexuality, higher education, and issues of educational equity, who wish to realize the potential of intersectionality as an analytic framework for the study of identity and development of affirming educational environments.

Applied Critical Leadership in Education

In urban education, “urban” is a floating signifier that is imbued with meaning, positive or negative by its users. “Urban” can be used to refer to both the geographical context of a city and a sense of “less than,” most often in relation to race and/or socioeconomic status (Watson, 2011). For Noblit and Pink (2007), “Urban, rather, is a generalization as much about geography as it is about the idea that urban centers have problems: problems of too many people, too much poverty, too much crime and violence, and ultimately, too little hope” (p. xv). Recently, urban education scholars such as Anyon (2005), Pink and Noblit (2007), Blanchett, Klinger and Harry (2009), and Lipman (2013) have elucidated the social construction of oppression and privilege for urban students, teachers, schools, families, and communities using intersectionality theories. Building on their work, we see the need for an edited collection that would look across the different realms of urban education—theorizing identity markers in urban education, education in urban schools and communities, thinking intersectionally in teacher education & higher education, educational policies & urban spaces—seeking to better understand each topic using an intersectional lens. Such a collection might serve to conceptually frame or provide methodological tools, or act as a reference point for scholars and educators who are trying to address urban educational issues in light of identities and power. Secondly, we argue that education questions and/or problems beg to be conceptualized and analyzed through more than one identity axis. Policies and practices that do not take into account urban
students’ intertwining identity markers risk reproducing patterns of privilege and oppression, perpetuating stereotypes, and failing at the task we care most deeply about: supporting all students’ learning across a holistic range of academic, personal, and justice-oriented outcomes. Can educational policies and practices address the social justice issues faced in urban schools and communities today? We argue that doing intersectional research and implementing educational policies and practices guided by these frameworks can help improve the “fit.” Particular attention needs to be paid to intersectionality as a lens for educational theory, policy, and practice. As urban educators we would be wise to consider the intertwining of these identity axes in order to better analyze educational issues and engage in teaching, learning, research, and policymaking that are better-tuned to the needs of diverse students, families, and communities.

Black Educational Leadership

This book explores Black educational leadership and the development of anti-racist, purpose-driven leadership identities. Recognizing that schools within the United States maintain racial disparities, the authors highlight Black leaders who transform school systems. With a focus on 13 leaders, this volume demonstrates how US schools exclude African American students and the impacts such exclusions have on Black school leaders. It clarifies parallel racism along the pathway to becoming teachers and school leaders, framing an educational pipeline designed to silence and mold educators into perpetrators of educational disparities. This book is designed for district administrators as well as faculty and students in Race and Ethnicity in Education, Urban Education, and Educational Leadership.

Identity and Pedagogy in Higher Education

Theorising Identity and Subjectivity in Educational Leadership Research brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways. The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership. The book highlights empirical, theoretical and conceptual research that offers new ways of thinking about the work of educational leaders. The authors take critical approaches to exploring the influences of gender, race, sexuality, class, power and discourse on the identity and subjectivity formation of educational leaders. It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues. This book will appeal to researchers, students, and professionals working in the fields of educational leadership and sociology, and the chapters within offer readers new perspectives in understanding educational leaders, their work and their identities.
Underserved Populations at Historically Black Colleges and Universities

Communication in Everyday Life: A Survey of Communication offers an engaging introduction to communication based on the belief that communication and relationships are always interconnected. Best-selling authors Steve Duck and David T. McMahan incorporate this theme of a relational perspective and a focus on everyday communication to show the connections between concepts and how they can be understood through a shared perspective. Students will learn how topics in communication come together as part of a greater whole, as well as gain practical communication skills, from listening to critical thinking and using technology to communicate.

Racially and ethnically diverse women leading education

Educational Administration and Leadership Identity Formation explores approaches and issues that arise in leadership identity formation in a variety of educational contexts. Bringing together a range of national and international contributions, this volume provides a global perspective on this multi-dimensional topic. This book examines the theoretical foundations relevant to identity and identity formation, and their implications for researching and teaching in educational administration and leadership. It includes a range of sociological, psychological, political, cultural, and socio-linguistic approaches to examining leadership identity formation. It also addresses models, practices and experiences that vary according to identity politics, cultural difference, and historical and contemporary privilege in leadership identity formation. Working from theoretical and practice-base perspectives, this book will be of great interest for researchers, practitioners, policy-makers and academics, as well as students in teacher education programs and graduate courses in educational administration and leadership, organisational studies, and educational ethics for broad international use.

Identity-Conscious Supervision in Student Affairs

"In this edited volume, contributors draw on the work of Andrade and Morrell (2008) in articulating critical leadership praxis, as well as critical race theory and critical education leadership scholarship, in order to "offer new and generative theories of change; they make explicit power dynamics, social inequities, and taken-for-granted forms of stratification in educational organizations with the primary purpose of offering specific and useful frames, concepts, and practices to educational leaders that they can adopt in their own work. The goal is for educational leaders to develop their sense of agency and and their knowledge and professional competencies for taking an equity and inquiry stance in their work of transforming the organizations and people around them." The work is intended to provide a counter narrative to a broad literature in educational leadership that "reinscribe white middle-class male leadership styles, values, and priorities as an assumed and normative backdrop, both in terms of the frames used and the values and epistemologies promoted." The work is organized into four sections: Transforming Self; Transforming Educators; Transforming Organizations; and Transforming
Black Mother Educators

In a context of increased politicization led by state and federal policymakers, corporate reformers, and for-profit educational organizations, The Politics of Education Policy in an Era of Inequality explores a new vision for leading schools grounded in culturally relevant advocacy and social justice theories. This timely volume tackles the origins and implications of growing accountability for educational leaders and reconsiders the role that educational leaders should and can play in education policy and political processes. This book provides a critical perspective and analysis of today’s education policy landscape and leadership practice; explores the challenges and opportunities associated with teaching in and leading schools; and examines the structural, political, and cultural interactions among school principals, district leaders, and state and federal policy actors. An important resource for practicing and aspiring leaders, The Politics of Education Policy in an Era of Inequality shares a theoretical framework and strategies for building bridges between education researchers, practitioners, and policymakers.

Identity Intersectionalities, Mentoring, and Work–Life (Im)Balance

This edited volume expands on the existent research on anti-racist educational leadership by identifying what type of capacity building is needed for school administrators to facilitate anti-racist change in their schools. Racial inequities in education persist in part because the solutions that districts and schools choose to employ largely ignore why and how institutional and structural racism is the root cause of inequities in education. Yet, racial inequities in schooling can be redressed if districts and schools have leaders who are deeply committed to combatting racism in their daily practice and structures of schooling. This book underscores why we need more educational leaders who adopt an anti-racist stance in how they lead and are prepared to work toward racial justice and equity in a society so entrenched in racism. Through diverse perspectives and voices, including scholars in the field of educational leadership, sociologists of education, school and district administrators, and grassroots community members and activist groups, this book addresses issues related to anti-racist educational leadership at various levels.

Who Controls the Preparation of Education Administrators?

This book is a printed edition of the Special Issue "Perspectives on Women’s Higher Education Leadership from around the World" that was published in Administrative Sciences
Perspectives on Women’s Higher Education Leadership from around the World

This book seeks to center positive education discourses of urban education and leadership.

Intersectionality in Action

This book focuses on the experiences of underserved student and faculty at historically Black colleges and universities. Encompassing institutional supports, identity development, and socialization patterns, it explores how “outsider” perspectives will impact future research and practice, while also emphasizing issues of diversity and inclusion.

A Companion Guide to Handbook of Urban Educational Leadership

This book presents a framework for addressing intersectionality within educational spaces to combat the cumulative effects of systemic marginalization due to race, gender, disability, class, sexual orientation, and other identity-based labels. Readers can use the framework to consider the impact of identities that individuals adopt or are assigned, move beyond discrete subgroup labels, and fully consider how such markers impact how education policy and research are developed, enacted, and experienced. The text presents examples of existing systems (education, law, medicine, and juvenile justice) as experienced by individuals with intersectional social identities. Each chapter provides an innovative framework that highlights diverse ways of knowing, generating insights that can inform more equitable policy analysis, research, and practice. Book Features: A protocol for applying an intersectionality-based analytic (IBA) approach to education policy, research, and practice. Case study examples of how IBA can be implemented to improve decision making across disciplines and by various stakeholders. Guiding questions that can be used to develop complex research questions and methods that interrupt power differentials within research and policymaking processes. Contributors: Aydin Bal, Aaron Bird Bear, Patrice E. Fenton, Osamudia James, Kristin W. Kibler, Dosun Ko, Amie L. Nielsen, Linda Orie, Leigh Patel, Deborah Perez, Kele Stewart

The SoJo Journal

Gender studies in the professional realm has long been a heavily researched field, with many feminist texts studying topics including the wage gap and family life. However, female administration in higher education remains largely understudied, particularly on the influence of personal, professional, and societal factors on women. There is a need for studies that seek to understand how gender intersects with the multiple dimensions of women leaders’ personhoods, such as family status, marital status, age, race, ethnicity, and sexual orientation, to inform women’s career path experiences and leadership aspirations. Challenges and Opportunities for Women in
Higher Education Leadership is a pivotal reference source that provides vital research on the specific challenges, issues, strategies, and solutions that are associated with diverse leadership in higher education. While highlighting topics such as educational administration, leader mentorship, and professional promotion, this publication explores evidence-based professional practice for women in higher education who are currently in or are seeking positions of leadership, as well as the methods of nurturing women in administrative positions. This book is ideally designed for educators, researchers, academicians, scholars, policymakers, educational administrators, graduate-level students, and pre-service teachers seeking current research on the state of educational leadership in regard to gender.

Intersectionality in Education

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? Intersectionality and Higher Education examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Contributors look at both the individual and institutional perspectives on issues like campus climate, race, class, and gender disparities, LGBTQ student experiences, undergraduate versus graduate students, faculty and staff from varying socioeconomic backgrounds, students with disabilities, undocumented students, and the intersections of two or more of these topics. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.

Introduction to Intersectional Qualitative Research

Educational leaders confront instances of inequity every day, whether they are aware of it or not. Many find themselves inadequately reacting to such issues due in part to traditional preparation programs that fail to interrogate the existence and impact of systems of oppression. Why is naming and tackling inequity not at the forefront of every conversation about educational leadership? How do our social constructions of identity hierarchies and deficits (mis)shape what leaders think and do? How do leaders advocate for those who need and deserve advocacy? This volume considers these questions and more by offering unique leadership frameworks that integrate critical theories for social change with everyday practice. By bringing together diverse researchers, practitioners, and policymakers who are often pushed to the margins, this volume will help today's leaders see with new eyes and gain the critical tools, language, and concepts for equity leadership. The text is organized into four sections: Transforming Self, Transforming Educators, Transforming Organizations, and Transforming Systems. Book Features: Interrupts prevailing practices and advocates for a more inclusive, intersectional vision of leaders and the field of educational leadership. Specific and useful frames, concepts, and practices that
leaders can adapt to their own context. Authors that reflect diverse perspectives with wide-ranging identities who intentionally push back against the White male-dominated discourse. A practitioner-friendly format that includes glossaries of terms and resources. Insights that reflect the worldwide pandemic crises of 2020.

Critical Leadership Praxis for Educational and Social Change

Intersectional Pedagogy explores best practices for effective teaching and learning about intersections of identity as informed by intersectional theory. Formatted in three easy-to-follow sections, this collection explores the pedagogy of intersectionality to address lived experiences that result from privileged and oppressed identities. After an initial overview of intersectional foundations and theory, the collection offers classroom strategies and approaches for teaching and learning about intersectionality and social justice. With contributions from scholars in education, psychology, sociology and women’s studies, Intersectional Pedagogy include a range of disciplinary perspectives and evidence-based pedagogy.

Turbulence, Empowerment and Marginalisation in International Education Governance Systems

Intersectional Pedagogy

This interdisciplinary volume links dis/ability and agency by exploring LatDisCrit’s theory and activist emancipatory practice. It uses the author’s experiential and analytical views as a blind brown Latinx engaged scholar and activist from the global south living and struggling in the highly racialized global north context of the United States. LatDisCrit integrates critically LatCrit and DisCrit which look at the interplay of race/ethnicity, diasporic cultures, historical sociopolitics and disability within multiple Latinx identities in mostly global north contexts, while incorporating global south epistemologies. Using intersectional analysis of key concepts through critical counterstories, following critical race theory methodological traditions, and engaging possible decoloniality treatments of material precarity and agency, this book emphasizes intersectionality’s complex underpinnings within and beyond Latinidades. Through a careful interplay of dis/ability identity and dis/ability rights/empowerment, the volume opens avenues for intersectional solidarity and spaces for radical transformational learning. This book will be of interest to all scholars and students working in disability studies; intersectional disability justice activists; critical Latinx/Chicanx studies; critical geographies; intersectional political philosophy; and political and public sociology.

Communication in Everyday Life

This ground-breaking book presents multifaceted perspectives to examine assumptions about gender, intersecting
identities, and power that impact women's experience as group psychotherapy leaders, mentors, and educators. Leaders in the field discuss the theories, training, personal experience, mentorship, and clinical work that empower women group psychotherapists beyond the limits of traditional technique and practice. Chapters boldly investigate theoretical, cultural, and personal paradigms, and explore themes of intersectionality, gender-role identity, and hidden bias. The authors challenge embedded societal norms to encourage deeper gender and cultural intelligence in group psychotherapy leadership. This text provides guidance and clinical wisdom that will inspire, scaffold, and embolden contemporary group psychotherapy leadership.

Handbook of Urban Educational Leadership

This volume examines the educational leadership of Black women in the U.S. as informed by their raced and gendered positionalities, experiences, perspectives, and most importantly, the intersection of these doubly marginalized identities in school and community contexts. While there are bodies of research literature on women in educational leadership, as well as the leadership development, philosophies, and approaches of Black or African American educational leaders, this issue interrogates the ways in which the Black woman’s socially constructed intersectional identity informs her leadership values, approach, and impact. As an act of self-invention, the volume simultaneously showcases the research and voices of Black women scholars – perspectives traditionally silenced in the leadership discourse generally, and educational leadership discourse specifically. Whether the empirical or conceptual focus is a Black female school principal, African American female superintendent, Black feminist of the early twentieth century, or Black woman education researcher, the framing and analysis of each article interrogates how the unique location of the Black woman, at the intersection of race and gender, shapes and influences their lived personal and/or professional experiences as educational leaders. This collection will be of interest to education leadership researchers, faculty, and students, practicing school and district administrators, and readers interested in education leadership studies, leadership theory, Black feminist thought, intersectionality, and African American leadership. This book was originally published as a special issue of the International Journal of Qualitative Studies in Education.

Intersectionality and Urban Education

"This book examines media depictions of intersecting components of marginalized identity. Through a study of how combined identities demonstrate a specific worldview, the contributors to this collection frame their understanding of media intersectionality as complex and multi-layered"

Educational Leadership through a Practice Lens

The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal
of educational foundations. San Jose State University hosts the journal. It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives. The SoJo Journal: Educational Foundations and Social Justice Education is interested in research studies as well as conceptual, theoretical, philosophical, and policy-analysis essays that challenge the existing state of affairs in society, schools, and (in)formal education. The SoJo Journal: Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal. For instance, three of the leading journal in education foundations journals (e.g., The Journal of Educational Studies, British Journal of Sociology of Education, The Journal of Educational Foundations) solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States. This journal is also unique because it brings together scholars and practitioners from disciplines outside of educational foundations, who are equally committed to social change and promoting equity and social justice inside and outside of K–16 schools. The SoJo Journal: Educational Foundations and Social Justice Education’s audience is K–12 teachers, K–12 teacher educators, educational leaders, social activists, political economists, and higher education personnel across the globe. The journal is marketed to Educational Foundation, Teacher Education, and Educational Leadership programs, which have embraced the intellectual work of the various editorial members.

**Intersectionality and Higher Education**

This book's primary focus is on racially and ethnically diverse women in educational leadership. Each chapter is written from a unique conceptual or empirical lens as shared by international female leaders, and range from a critical examination of global society and cross-cultural collaboration, to the intersection of race, law, and power.

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Kalwant Bhopal and Patrick Danaher examine 'race', identity and gender within education and explore the difficulties of relating these concepts to the experience of students in higher education. In drawing together the experience of local and international students in the UK and in Australia, they examine the ways identities are understood and conceptualized within higher education in local contexts and on a global level. They consider the complexity of 'race', gender and identity in relation to education within the context that education continues to be dominated by predominantly white, middle class values and perspectives. Identity and Pedagogy in Higher Education examines the extent to which education as a vehicle for change in the light of the controversial debates surrounding race and gender inequalities.

**Educational Administration and Leadership Identity Formation**
Colleges and universities silo diversity and inclusion by creating specific courses to address them, or programs to welcome and support people with a range of identities, whereas in reality students, faculty and staff do not encounter diversity in the fractured ways that match the organizational structures of our institutions. We all simultaneously embody a variety of identities with different saliency in different circumstances and times. This book offers models for institutions to move intentionally toward intersections – of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students’ identities – to open doors to new possibilities that better prepare our students for life in a diverse world, and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference. Each chapter offers action-oriented analysis focusing on particular campus intersections, rather than attending to specific demographic groups. Chapter authors also build on their own local expertise of doing this work on campuses that often do not have deep pockets or rich histories of such efforts. The book is organized into three sections: * People focuses on diversity broadly defined, considering questions about how we recruit and engage the students, faculty, and staff in the campus community, and how we work with governing boards and others to promote inclusive excellence. * Environment focuses on inclusion, including residence life, the local community, the working and learning environment, and external factors and events such as national and international news or town gown relationships. * Learning focuses on perspective taking and learning about difference in the core curriculum, the disciplines, and the co-curriculum, as well as professional development for faculty and staff. This ground reaking book helps readers, no matter what position they occupy on campus, to develop the knowledge and capacities necessary to create inclusive classrooms and is premised on the understanding that identity, oppression, power and marginalization cannot be addressed by looking solely at single identities.

Challenges and Opportunities for Women in Higher Education Leadership

This book argues that despite the greater visibility of transgender people today, their lives as professional teachers and administrators remain enormously difficult. Workplace discrimination against transgender educators continues to run rampant, especially outside of the traditionally liberal enclaves. In fact, if their workplace is a safe haven which it rarely is, many transgender educators lead double lives as professionals during the day and marginalized people outside of their workplace. Even the most liberal communities may provide superficial support while continuing to hold longstanding prejudices as this study demonstrates. As a result, nearly 46% of trans educators remain in the closet, and those that are out must endure more subtle yet determined efforts to isolate them. The author's research shows that 100% of survey respondents indicated they believed they were fired or not promoted because of their gender identity. With the rise of students coming out daily to express their fluctuating gender presentation, the author notes the critical importance of strong and supported transgender teacher role models. Written by a transgender woman, this is a highly engaging and timely study of the lives of transgender educators behind the scenes and how you can be an active ally in the fight against transphobia.
Intersectionality in Educational Research

This timely book explores how various feminist perspectives fruitfully explain women’s experience of educational leadership, drawing on a contemporary conceptualisation of fourth-wave feminism that is intersectional and inclusive. The book asks which and whose feminist theory is used to explain gender and feminism in educational leadership, management and administration (ELMA): the scholar’s, the research participant’s or a combination of the two in the co-construction of knowledge from an intersectional feminist perspective. It conceptualises intersectional and inclusive feminist perspectives on educational leadership, theorising research through a Black British feminist perspective, a gender and Islamic perspective and a queer theory perspective, depending on the self-identification of participants. It explores digital feminism and men’s pro-feminism. The book identifies feminist leadership praxis as a focus for future research and explores how leaders can draw on funds of knowledge, identity cultural wealth and lead and educate diverse populations of students. Highlighting the importance of intersectional feminist perspectives in ELMA, the book will appeal to scholars, researchers and postgraduate students in the fields of inclusive educational leadership and management, gender studies and feminism.

The Experiences of Queer Students of Color at Historically White Institutions

Intersectional Identities and Educational Leadership of Black Women in the USA

This book presents a new theory of empowerment, exploring how senior leaders can navigate turbulence within governance systems to empower young societal innovators for equity, renewal, and peace.

Strengthening Anti-Racist Educational Leaders

Introduction to Intersectional Qualitative Research, by Jennifer Esposito and Venus Evans-Winters, introduces students and new researchers to the basic aspects of qualitative research including research design, data collection, and analysis, in a way that allows intersectional concerns to be infused throughout the research process. Esposito and Evans-Winters infuse their combined forty years of experience conducting and teaching intersectional qualitative research in this landmark book, the first of its kind to address intersectionality and qualitative research jointly for audiences new to both. The book’s premise is that race and gender matter, and that racism and sexism are institutionalized in all aspects of life, including research. Each chapter opens with a vignette about a struggling researcher emphasizing that reflecting on your mistakes is an important part of
learning. Discussion questions at the end of each chapter help instructors generate dialogue in class or in
groups. Introduction to Intersectional Qualitative Research makes those identities and structures central to the
task of qualitative study.

Disability, Intersectional Agency, and Latinx Identity

The purpose of this work is to advance understanding of intersectional theory and its application to research in
education. The scholars whose work appear in this volume utilize intersectional theory and research methods to
work in fields and disciplines such as Education, Sociology, Women’s Studies, Africana Studies, Human
Development, Higher Education Administration, Leadership Studies, and Justice Studies. The book illustrates how
intersectional theory can be used in both quantitative and qualitative education research on college student
access and success, faculty satisfaction and professional development, and K-12 educational issues such as high
school dropouts and bullying. This book is unique, as no other book ties intersectionality to the research
process. Key Features: * Readers will learn the basic tenets of intersectionality and how it can be useful in
education research. * Readers will learn how intersectionality can be used to analyze both quantitative (large
scale survey) and qualitative (interview, participant observation, and ethnographic) data. * Lastly, readers will
learn how intersectionality can be particularly useful in examining the experiences of diverse groups of students
attending elementary schools, high schools, colleges and universities, and faculty working at post-secondary
institutions. Intersectionality is increasingly being used in research and education. This theory holds great
promise in exploring students’ experiences in terms of access, success, and outcomes for marginalized groups. In
essence, application of the theory promotes critical complex thinking regarding the intersectionality of race,
class, and gender and their outcomes.

Organizational Theory for Equity and Diversity

This is the first volume in the re-imagined series Research and Theory in Educational Administration. The volume
includes a variety of perspectives written by university professors in the field of educational administration,
which moves our thinking beyond the traditional scope of organizational theory and institutional analysis. It is
this combination of theory, of new directions in leadership preparation and new narratives of participation that
we hope will contribute to a more engaging volume for its readers—graduate students, researchers, and
practitioners. The volume will provide evidence of and explanation for changing patterns of institution
production explored through academic and epistemic drift. It also provides a deeper understanding of how state
regulation is related to the school administrator pipeline or pathways. The concepts explained and illustrated in
the volume hopes to provide a better framework for understanding how administrator preparation is unfolding
across the U.S. and internationally, as well as the direction of the field of educational administration in the
future.
Intersectional Media

Black Girls Experiencing Their Intersectional Identities in School explores the subjective experience of Black girls within the educational context. Based on interviews, diary entries, and focus groups, the author argues that as a result of their intersectional identities, Black girls experience unique challenges and obstacles in the educational setting. Addressing topics ranging from interpersonal relationships, social media, beauty, sexuality, hypervisibility/invisibility, and microaggressions, this book highlights the voices and experiences of Black girls between the ages of 11 and 15. The Girls provide a narrative account of the challenges they face daily in the educational context, describing in detail, the factors that maintain and perpetuate volatile conditions. Additionally, this book explores the coping strategies that this group of Black girls developed to resist and respond to the daily obstacles. Ultimately, this book not only identifies the unique struggles faced by Black girls in schools as a result of their intersectional identities; but most importantly, this work explores pragmatic strategies that can be implemented to create safe and beneficial spaces for Black Girls. The author argues that through the implementation of Black Feminist Pedagogy, an “Ethic of Caring,” and partnerships with Black Girl Empowerment organizations, educational practitioners can mediate the negative experiences and create spaces for growth.

Women, Intersectionality, and Power in Group Psychotherapy Leadership

"The Companion Guide activities will help illuminate salient theoretical concepts related to urban education and leadership"--

Feminist Perspectives on Contemporary Educational Leadership

Organizational Theory for Equity and Diversity covers the full range of organizational theories as applied to educational leadership practice and research, exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory; LatCrit, Asian, Tribal Crit, and Black Crit; Disability Studies theories; feminist theories; Queer Theory, and theories of intersectionality. Each chapter features teaching suggestions, discussion questions, and questions to help aspiring leaders critically analyze their leadership strengths and limitations in order to understand, apply, and integrate theories into practice. This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable.

Transgender Educators

“Educational researchers, leaders, and practitioners are seeing the increasing need for practical transformative
models and theories to address academic, cultural, and socio-economic gaps separating learners at all levels of the educational system. Applied Critical Leadership in Education proposes a shift in leadership and a need to transform status quo educational practices. This book explores a leadership model arising from critical theory and critical pedagogy traditions, and provides examples of applied critical leadership, ultimately expanding ways to think about current leadership models. The authors examine qualitative case studies featuring critical leaders in early childhood education, elementary school, middle school, high school, district level, and higher education, and follow with analysis, discussion, and application questions for readers to address. The cases are followed by critical questions for readers, suggestions for readers to begin conversations around issues of social justice and equity, and brief profiles of other critical leaders engaged in leadership for change around the country. This timely book explores an exciting new leadership model in a time of urgency for critical leadership and sustainable change"--

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