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This book (2011) draws upon the work of Michel Foucault to provoke new thought into how the principalship is lived and 'disciplined' in ways that produce both contradictions and tensions for school principals. This book provides a powerful example of theory working through practice to move beyond traditional approaches to school leadership.

Key elements of the research:

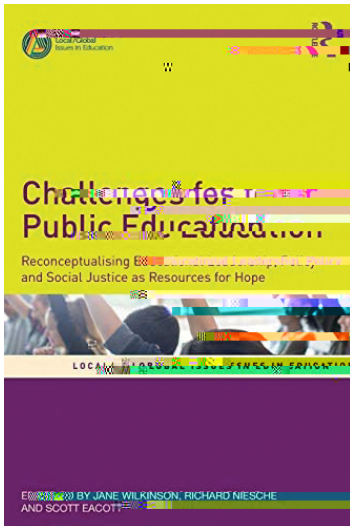
- A well theorised analysis of leadership practices

- Acknowledges the messy reality of life for school principals

- Provides key insights to the 'real' work that principals undertake every day

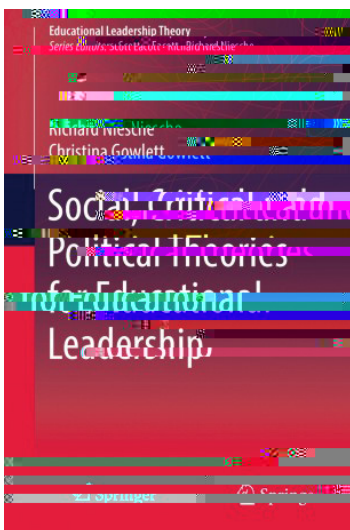
- Examines the production of principals' subjectivities in education, foregrounding issues of gender and race

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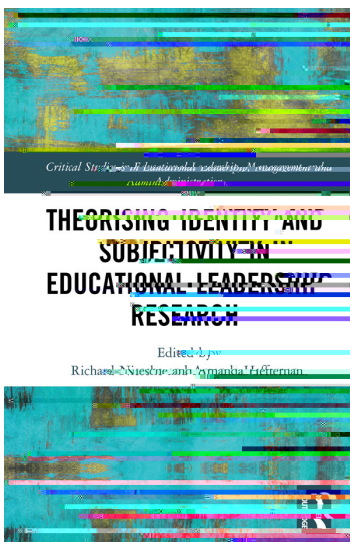
This edited book (co-edited with Professor Jane Wilkinson and Professor Scott Eacott, 2018) brings together leading international scholars to examine how educational leadership can work to bring social justice in a number of education systems around the world.

This research examines the educational leadership, policy and social justice implications of these trends in Australia and internationally. It maps this movement through early shifts to school-based management in Australia, New Zealand and Sweden and recent moves such as the academies programme in England and charter schools in the United States. The book provides a crucial forum for illuminating alternate ways to conceptualise educational leadership, policy and social justice as resources for hope.



Co-authored with Dr Christina Gowlett (2019), this book draws on a range of theorists to provide an entry point for readers, scholars and professionals in educational leadership with which to look at research, policy and practice differently from the mainstream research. While both engaging in critique, we also provide generative tools for research and analysis of educational problems and issues.

This book makes the case for the continued and expanded use of social, critical and political theories in the field of educational leadership. It helps readers understand educational leadership by introducing them to a wide variety of theoretical and philosophical approaches and positions.



This edited collection (co-edited with Dr Amanda Heffernan, 2020) 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.



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