

The International Handbook of Governance, Leadership, Administration, and Management in Education

This international handbook is edited by outstanding experts in the field and organised by an editorial board and section editors.

Aims and Scope

This handbook aims to bring together rigorously reviewed top-quality contributions by distinguished authors from research, policy and practice from around the world. It provides a comprehensive up-to-date compilation of important issues of and around educational governance, leadership, administration, and management. In the tradition of the two previous International Handbooks of Educational Leadership (Leithwood, Chapman, Corson, Hallinger, & Hart, 1996; Leithwood & Hallinger, 2002), this handbook is theory-oriented and methodology-based and covers research and practice.

Target Group

The target group comprises researchers, policy-makers and practitioners.

Content

In the following, we present an overview of the proposed table of contents, including parts, sections, and examples of potential chapters/content. A more detailed table of content including more differentiated further themes can be sent to you upon request. Further suggestions from possible authors will be included at a later stage in the process.

Part I. Governance

Section 1: Theories of governance in education

Section 2: Methodological implications for research of governance (including methods of data collection and data analysis, hence including topics like field access, response rate, item and scale analysis, missing analysis; SEM, multi-level, growth modelling)

Section 3: Models of governance, e.g. the New Public Management

Section 4: Trends of new and good governance

Section 5: Policy development

Section 6: Policy implementation

Section 7: Policy controlling and accountability

Section 8: Data use, standardization, and best practices

Section 9: Governance as analytic perspective

Section 10: National, international and transnational perspectives on governance

Section 11: Travelling policies in education (role of transnational organisations, e.g. the EU, OECD, etc.)

Section 12: Mapping of empirical research (Perspectives on content, geographic, methods)

Section 13: Limitations, boundaries and illusion of governance, policy rhetoric and reality

Part II Leadership, Administration and Management

Section 14: General theories of leadership, administration, and management

Section 15: Role-based theories (Great man, traits, behavioral, self-concepts)

Section 16: Contingency theories (leader-follower exchange theory, situational leadership, contingency leadership, transactional and transformational leadership theories)

Section 17: Practice-centered theories (distributed leadership, learning-centered leadership, social justice leadership, democratic leadership, systematic leadership, strategic leadership, etc.)

Section 18: Methodological implications for research of leadership, administration, and management

Section 19: Data collection and data analysis (e.g. qualitative, quantitative, mixed-methods approaches, network analysis, End-of-Day Log, critical approach, shadowing, observations, etc.)

Section 20: Mapping of empirical research (Perspectives on content, geographies, methods)

Section 21: Marketing and attracting of educational leaders

Section 22: Selection of leadership, administration, and management

Section 23: Support of leadership, administration, and management

Section 24: Support structures within the organization

Section 25: Governing structures within the system (ministry, district)

Section 26: Accountability and autonomy

Section 27: Professional Development programs (preparation, induction, continuing professional development)

Section 28: Mentoring

Section 29: Coaching

Section 30: Working conditions, salaries

Section 31: Human resource management: recruitment, selection, retention, assessment, staff professional development and motivation

Section 32: Quality management: setting school vision, mission and strategies, school effectiveness evaluation and assessment, competence building, building professional learning community, social impact

Section 33: Outplacement

Section 34: Community outreach and networking

Section 35: Career cycles

Section 36: Health and motivation

Section 37: Values

Section 38: Inclusion and diversity management

Timeline / Process for Call for Proposals

We will follow a two-phased process.

1. Suggest ideas for topics or possible other authors for further chapters and submit an abstract of chapter

In the first step, possible authors and experts are invited to submit *ideas for topics or possible other authors for further chapters*.

Moreover, possible authors are invited to submit *an abstract of their potential contribution (500-words)*.

This abstract will be reviewed by section editors/ editorial board and editor-in-chief. Received abstracts will be given an approval with or without modifications or a rejection. Feedback will be given to all confirmed contributors to avoid unintended overlap or redundancy.

2. Submit full chapter manuscripts

In the second step, confirmed authors will be invited to hand in full chapter manuscripts. Submitted chapters will go out to reviewers in a double-blind review process.

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