

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

This international handbook is edited by outstanding experts in the field and organized 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.

Editor-in-Chief: Univ.-Prof. Dr. Stephan Gerhard Huber

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 and models of governance

Section 2: Trends of new and good governance

Section 3: Policy development

Section 4: Policy implementation

Section 5: Data use, standardization, and best practices

Section 6: Governance as analytic perspective

Section 7: National, international and transnational perspectives on governance

Section 8: Mapping of empirical research (Perspectives on content, geographic, methods)

Section 9: Limitations, boundaries and illusion of governance, policy rhetoric and reality

Part II. Leadership, Administration and Management:

Section 10: Theories of leadership, administration, and management

Section 11: Methodological implications for research of leadership, administration, and management

Section 12: Research methods in leadership research

Section 13: Mapping of empirical research

Section 14: Marketing and attracting of educational leaders

Section 15: Selection of leadership, administration, and management

Section 16: Support of leadership, administration, and management

Section 17: Support structures within the organization

Section 18: Theories and models of governance

Section 19: Accountability and autonomy

Section 20: Professional Development programs (preparation, induction, continuing professional development)

Section 21: Mentoring

Section 22: Coaching

Section 23: Working conditions, salaries

Section 24: Human resource management: recruitment, selection, retention, assessment, staff professional development and motivation

Section 25: Quality management: setting school vision, mission and strategies, school effectiveness evaluation and assessment, competence building, building professional learning community, social impact

Section 26: Community outreach and networking

Section 27: Career cycles

Section 28: Health and motivation

Section 29: Values

Section 30: Inclusion and diversity management

Section 31: Professional judgement

Section 32: Simulation in leadership professional development

Section 32: Leadership and culture

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. Springer International Handbooks in Education are amongst the products with the highest amount of downloads per article. Contributors to the handbook get permanent access to all Major Reference Works on www.springer.com for personal use. This benefit applies to Editors, Section Editors, Member of Editorial Board, and Authors.

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