

Call for Proposals

Educational Leadership and Leaders in Contexts

Series Editor: **Phil Quirke**, Higher Colleges of Technology, UAE

The series, *Educational Leadership and Leaders in Contexts*, emphasizes how historical and contextual assumptions shape the meanings and values assigned to the term leadership especially in the wake of the seismic transformations all educational leaders have experienced since the COVID Pandemic reshaped the world of education forever. The series includes books along five distinct threads:

1. Coping with educational change in a post-pandemic world
2. Reconsidering the role of social justice within the contexts of educational leadership
3. Promoting a community of leadership: Reaching out and involving stakeholders and the public
4. Connecting the professional and personal dimensions of educational leadership
5. Reconceptualizing educational leadership as a global profession.

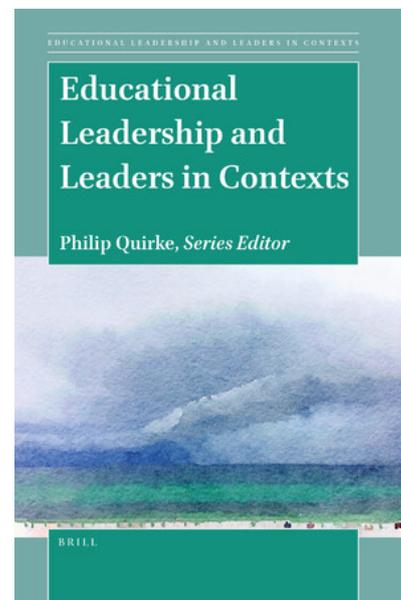
Today's educational leaders find themselves living in a world that is substantially different from what it was just a couple of years ago pre-pandemic. The five threads of change, social justice, community leadership, professional and personal dimensions, and globalism have created new contexts for educational leaders that are often not reflected in their local job descriptions. This book series will focus on how these changing contexts affect the theory and practice of educational leaders.

Similarly, the professional lives of educational leaders have increasingly impinged upon their personal well-being, such that it now takes a certain type of individual to be able to put others before self for extended periods of their working life. This has been especially apparent since the shift to an online teaching and learning environment has created a 24/7 expectation among many stakeholders. This series will explore the dynamic relationship between the personal and the professional lives of school leaders in their local contexts and aim to provide readers with insights that can impact their practice as they draw parallels to the similarities to their experience.

With respect to communities, continued educational reforms have created a need for communities to know more about what is happening inside our classrooms and schools. While education is often blamed for many of the ills identified in societies, school leaders and school communities are generally ignored or excluded from the processes related to social development. The pandemic has provided school leaders a unique opportunity to address this challenge by finding new ways to work with and build community support through the notions of community and citizen leadership. Thus, leadership itself involves working with all stakeholders including teachers, students, parents, and the wider community to continuously improve schools and the relevance of the education we provide.

As for the final thread, globalism, school leaders must now work with multiple languages, cultures, and perspectives reflecting the rapid shift of people from one part of the world to another. This has been accelerated by the online and hybrid models applied to cope with the pandemic, so educational leaders now need to be aware of multiple global perspectives and be able to react to a world where a single way of thinking and doing no longer applies.

Please contact the Series Editor, Phil Quirke (pquirke@hct.ac.ae) or the Acquisitions Editor, Athina Dimitriou (athina.dimitriou@brill.com) with book proposal ideas.



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Educational Leadership

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