<p style="text-align:center">Call for Chapter Proposals:</p>

<p style="text-align:center">Reimagining School Leadership: Sustaining Improvement Through and Beyond Uncertainty</p>

Editors: David DeMatthews and Sharon D. Kruse

Edited Volume Publishers and Series: *Transforming Education Through Critical Leadership, Policy, and Practice* Book series editors: Chitpin, S., Kruse, S.D., Stevenson, H., London, UK: Emerald Press. (Please see the attached materials for a full series description).

Brief summary: This edited volume will critically analyze the current conceptions of school leadership and school improvement. Chapters will consider historical and contemporary problems confronting school leaders, the successes and shortcomings of current leadership and improvement approaches, and new ways to reimagine school leadership with an emphasis on sustainability, learning, and inclusivity in an increasingly uncertain global context.

Full book description: The pandemic, ongoing struggles for racial justice, and a growing sense of mistrust in public institutions has created significant barriers for school leaders in their efforts to sustain and improve schools. However, the current context also provides an important opportunity to critically consider and reimagine the future of school leadership. School leadership is critical to advancing student achievement and other educational equity initiatives, but contemporary approaches to leadership and improvement are increasingly insufficient in a rapidly change and unpredictable world. This edited volume will critically consider current conceptions of school leadership and school improvement throughout the U.S. and around the world with a focus on leading through uncertainty, building sustainability, and advancing student experiences and outcomes beyond narrow quantitative outcome measures (e.g., test scores, graduation rates, college admission rates).

Recent contributions (Bass, 2020; Kohli, 2018, 2019; Liang & Liou, 2018; Miller et al., 2020; Rodela & Rodriguez-Mojica, 2020; Santamaria & Jean-Marie, 2014) to the educational leadership literature have highlighted the need for attention to be paid to the role of leadership within and among school diverse contexts and increasing diversity within the student population. This research extends and, in many ways, challenges a long-standing tradition of leadership studies that have privileged narratives framed around primary leadership functions including providing instructional guidance for educators to ensure student growth and learning (Leithwood et al., 2004, Portin et al., 2003), creating and promoting a positive culture built on trust and one that creates a sense of belonging (Leithwood et al., 2010; Supovitz et al., 2010), creating systems that are shared and collaborative (Seashore Louis et al., 2010; Wahlstrom, & Louis, 2008), distributive in nature (Cieminski, 2018; Knoeppel & Rinehart, 2008; Leithwood et al., 2005), transformational (Avolio et al., 2009; Bush, 2015; Day et al., 2016), and transformative (Shields, 2010). In short, there is an important and deep literature that has built a strong foundation of knowledge concerning the role of leadership in school improvement. What this literature has done less well is to address the limits of traditional approaches to instructional leadership and approaches that do not fully consider multiple identities of students and multiple experiences and outcomes that are important to school. Moreover, this literature has too often ignored the

importance of approaches that focus on long-term sustainability, particularly as educator and school leader turnover prompted by a multitude of factors can disrupt progress and the solidification of important improvements. This edited volume intends to fill that gap in the literature.

Chapter Proposal Guidelines: Please submit a short (250-500 word exclusive of references and tables/figures) description of your proposed chapter. Submissions should make clear the connection of chapter material to the theme Submissions should be made to both David DeMatthews ddematthews@austin.utexas.edu and Sharon Kruse Sharon.Kruse@wsu.edu no later than November 31, 2022. Submissions should include a chapter title, all authors and co-authors (including contact information), estimated word count (not to exceed 10,000 words inclusive of all references, tables, and figures), and a short bio (200-250 words) for each proposed author. Authors of successful proposals will be invited to move forward no later than January 15, 2023, and final chapters would be expected to be submitted by approximately May/JUne 2023. Publication is expected in 2024/5.