

## ***The Changing Nature of Educational Leadership: Caribbean and International Perspectives***

**Call for Papers (Deadline August 31, 2012)**

### ***Guest Editor:***

**Dr Paul Miller, Convenor, MA Education: Leadership, Management & Change and Programme Leader, Doctor of Education (EdD), Middlesex University.**

The Journal of the University College of the Cayman Islands (JUCCI) invites you to submit your work under the theme, *The Changing nature of Educational Leadership: Caribbean and International Perspectives*, **for a Special Edition of the Journal**. The Special Edition hopes to capture the best contemporary thinking about the Changing nature of Educational Leadership from a diverse range of scholars, practitioners, and educators working in the field of leadership studies. In keeping with the mission of the journal (JUCCI), the Special Edition hopes to publish articles drawn from research, theory and the practice of educational from cultures from around the world. The Special edition is expected to be published in December 2012.

### **Context**

The recent global economic recession, complemented by an intense period of globalisation has created opportunities and challenges for education systems and educational leaders across the world. From issues around diversity and inclusion, the use of ICT in learning, pupil outcomes and performance, recruitment, retention and succession planning, to what fees to charge; these are issues educational leaders around the globe, at all levels have had to, and in some cases, are grappling with.

Leadership is the bedrock of any successful organisation, including those in the field of education. For centuries leadership has been debated with the last two decades, especially, witnessing the promotion of several new theories of leadership. Although researchers may not agree on the minutiae of what constitutes, “leadership for a changing time”, one thing is clear: effective leadership is the seed and flower of development in educational settings.

The Caribbean occupies a unique place in the study of educational leadership since, there are but few written accounts of educational leadership activity within this region. This therefore presents an opportunity that is ‘ripe’ for research and for theorising. Yet, this Special Edition is also keen to understand and publish what is happening in the sphere of Educational Leadership theory, research and practice in areas well beyond the Caribbean region. Articles with a comparative element (especially with a Caribbean territory) are especially welcomed.

This Special Edition therefore seeks to explore the notion that leadership is both a discursive practice and a performative instrument. This is a call for articles that explore the Changing Nature of Educational Leadership. Each submission is expected to be supported by a theoretical, philosophical, and/or disciplinary grounding. We seek traditional scholarly essays, personal narrative, ethnographies, as well as reports of research and discussions of how educators and practitioners have enacted leadership in an era of *Change*.

## Areas for Submission

The editor welcomes previously unpublished submissions that explore the theme The Changing nature of Educational Leadership: Caribbean and International Perspectives **from** a range of perspectives, disciplines, cultures and sectors. Submissions should strengthen ties between those who practice and who study leadership. Submissions will be considered in four areas that help us understand leadership and leading at the intersections of research or theory, application, experience, and art.

- **Analysing leaders and/or leadership:** Researchers should present inquiries, findings, and discussions that analyse the relationship of the organisation to leaders and/or leadership using a variety of methods, including (but not limited to) narrative inquiry, case study, discourse analysis, and performance ethnography. This may include contemporary and/or historical figures. What cultural narratives, myths, or archetypes are revealed when we examine the way leadership identity is constructed and enacted? How can the field of performance ethnography contribute to the study and practice of leadership? How do the media contribute to the constitution of educational leadership through the choices they make in representing the bodies of leaders, both visually and in print? How can an understanding of “the body” as a site of knowledge contribute to the study of educational leadership?
- **Forward leadership:** Those who develop leaders in classrooms, through mentoring, in workshops, or through a consulting practice are encouraged to share how they involve “the body” as a site of knowledge in leadership development and leadership education. How can recruitment, retention and succession planning issues impact an organisation? What is the role of leadership in this?
- **Theories of and theorising educational leadership:** To what extent are theories of leadership influenced by a performative discourse constructed around a dominant white male/female culture? In what ways does the current enactment of educational leadership invite reconsideration of existing theories? Discussions are welcomed on the ways leadership theory intersects with critical race theory, gender theories, queer theory, and other theories in which “the body” are at the centre of inquiry.
- **Border crossing:** This topic invites opinions and evidence on any of the above from a variety of education phases: from early childhood to tertiary education. Comparative elements are also welcomed in this section where contributors are invited to adopt a multiple-perspective and/or interdisciplinary approach.

## Submission Guidelines

Submitted works must be previously unpublished and must adhere to the following specifications:

- Submissions should be no longer than 5000 words, the word count not to include references, tables, or charts.
- Submitted works will be blind-reviewed, thus all identifying information should be on a separate cover sheet.
- Information on the cover sheet must include all of the following: suggested area of submission, title of submission, a maximum 100-word abstract, and names, affiliations, and contact information (including best phone, best email, and mailing address) for all contributors.
- APA style should be followed.

- Notes should be kept to a minimum but when used should come in the form of endnotes.
- Margins are to be 1” on all four sides, left-aligned, NOT justified, and all pages numbered in the top right-hand corner with the narrative starting on page 1.
- Submissions should be in Times New Roman, font size 12, double spaced, and indented paragraphs for all submissions EXCEPT artistic works.

PLEASE NOTE: All submissions must meet these guidelines except artistic works. If guidelines are not met, submission may be excluded from consideration.

Send submissions electronically as a **Word Document** to The Editor, JUCCI, Dr Livingston Smith at: [LSmith@ucci.edu.ky](mailto:LSmith@ucci.edu.ky) by August 31, 2012.

*Prepared by:*

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14 May 2012