Administrative Passages
Navigating the Transition from Teacher to Assistant Principal

Within the educational system, the role of assistant principal is vital. Assistant principals are the face of administration in most school districts, they comprise the largest group of administrators and largely determine school effectiveness and success. Despite the critical nature of this position, this leadership and management role is not properly understood or respected. This is reflected in the lack of targeted research and effective preparation programs aimed at the assistant principalship. This book examines two areas which are core to educational leadership theory and practice: assistant principals and the passage from teaching to administration. It describes the cognitive, social, and emotional challenges that new assistant principals encounter as they cross this administrative threshold and it contextualizes their narratives within psychological and sociological theories of change, transition, and socialization.

Features
► A comprehensive examination of the cognitive, emotional, and social challenges that novice assistant principals face in the passage from teaching to administration ► A critical look at the assistant principalship and the socialization impacts of this organizational role ► An integrated flow between new administrators’ narratives and theories of change, socialization, and transition ► Practical recommendations for aspiring and new assistant principals, mentors, school districts, professional development providers, and regulatory bodies

Fields of interest
Administration, Organization and Leadership; Educational Policy; Professional and Vocational Education

Target groups
Research

Type of publication
Monograph

Becoming a Mathematics Teacher
Identity and Identifications

The book is centered on how major curriculum reform shapes mathematics and the professional practices of teachers. This book documents in real time the implementation of a major government numeracy programme and its receipt by trainee and new teachers. It documents the complete life span of that initiative. The account is targeted at an international readership in terms of how curriculum reform more generally shapes mathematics in schools and the practices of teachers. A key dimension of the book is an alternative view of mathematics education research in which the task of teacher development is understood at policy level where large numbers of teachers were interviewed to assess how policies were being processed through individuals.

Features
► Offers a radically new approach to understanding and tackling teacher development in mathematics ► Focuses on two core themes: teacher professional identity and the social shaping of mathematics in school contexts ► Shows how recent advances in psychoanalytic and post-structuralist theory enable a fresh approach to analyzing teacher experience of, and response to, policy implementation

From the contents

Fields of interest
Mathematics Education; Educational Policy

Target groups
Research

Type of publication
Monograph

New Understandings of Teacher’s Work
Emotions and Educational Change

Within educational research that seeks to understand the quality and effectiveness of teachers and school, the role emotions play in educational change and school improvement has become a subject of increasing importance. In this book, scholars from around the world explore the connections between teaching, teacher education, teacher emotions, educational change and school leadership. (For this text, “teacher” encompasses pre-service teachers, in-service teachers and headteachers, or principals). New Understandings of Teacher’s Work: Emotions and Educational Change is divided into four themes: educational change; teachers and teaching; teacher education; and emotions in leadership.

Features
► Contributions from well reputed scholars from various parts of world ► A seminal collection of authoritative works on teacher emotions in school education per se ► Coverage of four themes: educational change; teachers and teaching; teacher education; and emotions in leadership

Contents

Fields of interest
Teaching and Teacher Education; Education (general); Administration, Organization and Leadership

Target groups
Research

Type of publication
Contributed volume
Promoting Social Justice for Young Children

This book explores important current social justice issues that confront young children in America. A broad range of topics related to the fair treatment of young children and their families are approached with a fresh and hopeful energy. The central argument of this volume is that a fair and just society must protect the basic needs of all children so they are able to reach their full potential to learn, grow, and ultimately become productive democratic citizens. The book includes contributions from an impressive group of authors who have been consistent voices for the fair and equitable treatment of children in school and society. Each chapter examines a critical issue in child social justice with a focus on the current problem, historical importance of the issue, potential solutions, and a vision for the future.

Features
- Examines critical issue of social justice
- Addresses comprehensive range of topics from interdisciplinary perspective
- Includes contributors who are highly esteemed in their fields

From the contents

Fields of interest
Childhood Education; Quality of Life Research; Learning and Instruction

Target groups
Research

Type of publication
Contributed volume

Due March 2011

2011. 145 p. 10 illus. (Educating the Young Child, Volume 3) Hardcover
- € 99.95 | £90.00
- * € (D) 106,95 | € (A), 109,95 | sFr 143,50 ISBN 978-94-007-0569-2

Springer News 1/2011

International Handbook of Higher Education
Part One: Global Themes and Contemporary Challenges, Part Two: Regions and Countries

This publication provides a central, authoritative reference source on the most essential topics of higher education. The International Handbook of Higher Education combines a rich diversity of scholarly perspectives with a wide range of internationally derived descriptions and analyses. Chapters in the first volume cover central themes in the study of higher education, while contributors to the second volume focus on contemporary higher education issues within specific countries or regions. Together, these volumes provide a centralized, easily accessible, yet scholarly source of information. Research scholars and graduate level students in higher education and related fields will find the Handbook useful for advancing their exploration of these central issues, while policymakers and academic administrators will find the thoughtful essays on a particular topic useful for decision-making. Overall, this Handbook provides a centralized collection of scholarship on an essential worldwide social institution.

Features
- Uniquely combines scholarly perspectives with an international set of descriptions and analyses
- Provides a unique “one stop” resource for the latest trends and developments in higher education worldwide

Fields of interest
Higher Education; International and Comparative Education; Administration, Organization and Leadership

Target groups
Research

Type of publication
Handbook

Available

Only available in print

Due February 2011

2011. XXIV, 1144 p. (Springer International Handbooks of Education, Volume 18) (In 2 volumes, not available separately) Hardcover
- € 109,00 | £98.50
- * € (D) 116,63 | € (A), 119,90 | sFr 156,50 ISBN 978-94-007-0562-3

Gendered Choices
Learning, Work, Identities in Lifelong Learning

This important book breaks new ground in addressing issues of gendered learning in different contexts across the (adult) life span at the start of the 21st century. Adult learning sits within a shifting landscape of educational policy, profoundly influenced by the skills agenda, complex funding policies, new qualifications and the widening/narrowing participation debate. The book is unique in highlighting the centrality of gendered choices to these developments which shape participation in and experiences of lifelong learning. Gendered Choices examines the continued expansion of a skills-based approach in areas of lifelong learning, including career decisions, professional identities and informal networks. It explores key intersections of adult learning from a gender perspective: notably participation, workplace learning and informal pathways.

Features
- Gendered learning in different contexts
- Central to policies and practices of lifelong learning
- Advances understandings of gendering of ‘choice’
- International contexts and comparisons
- Broad range of contributors, including academics and practitioners

Fields of interest
Lifelong Learning/Adult Education; Gender Studies; Educational Philosophy

Target groups
Research

Type of publication
Contributed volume
D. M. Laverick, M. Renck Jalongo, Indiana University of Pennsylvania, Indiana, PA, USA (Eds.)

Transitions to Early Care and Education
International Perspectives on Making Schools Ready for Young Children

Transitions to new educational experiences are a universal rite of passage encountered by children worldwide. This volume in the Educating the Young Child: Advances in Theory and Research, Implications for Practice series provides early childhood educators with a resource that focuses on the transitions that young children make to early care and education settings, along with the issues that surround this important time in their lives. New experiences, such as the start of formal schooling, mark important and exciting events that also evoke different reactions from children and their families. The diverse experiences, traits, and needs exhibited by young children provide early childhood educators with what may be a potentially challenging role.

Features
► Provides international perspectives on transitions with specific examples
► Shares research-based practices that center on children's and families' needs
► Communicates an enlarged view of transitions, rather than "deficit-based"
► Addresses the needs of children with exceptionalities

Fields of interest
Childhood Education; Learning and Instruction; Teaching and Teacher Education

Target groups
Research

Type of publication
Contributed volume

Due March 2011

C. A. Maher, Rutgers University, New Brunswick, NJ, USA; A. B. Powell, Rutgers University, Newark, NJ, USA; E. B. Uptegrove, Felician College, Lodi, NJ, USA (Eds.)

Combinatorics and Reasoning
Representing, Justifying and Building Isomorphisms

Combinatorics and Reasoning: Representing, Justifying and Building Isomorphisms is based on the accomplishments of a cohort group of learners from first grade through high school and beyond, concentrating on their work on a set of combinatorics tasks. By studying these students, the editors gain insight into the foundations of proof building, the tools and environments necessary to make connections, activities to extend and generalize combinatoric learning, and even explore implications of this learning on the undergraduate level. This volume underscores the power of attending to basic ideas in building arguments; it shows the importance of providing opportunities for the co-construction of knowledge by groups of learners; and it demonstrates the value of careful construction of appropriate tasks. Moreover, it documents how reasoning that takes the form of proof evolves with young children and discusses the conditions for supporting student reasoning.

Features
► Unique Longitudinal research over 20 years.
► Presents compelling evidence of the advantages to using combinatorics in mathematics education.
► Extensive discussion of mathematical tasks

From the contents

Fields of interest
Mathematics Education;

Target groups
Research

Type of publication
Contributed volume

Due January 2011

C. S. Malott, Queens College/CUNY, USA

Critical Pedagogy and Cognition
An Introduction to a Postformal Educational Psychology

This book simultaneously contributes to the fields of critical pedagogy and educational psychology in new and innovative ways by demonstrating how critical pedagogy, postformal psychology, and Enlightenment science, seemingly separate and distinct disciplines, are actually part of the same larger, contextualized, complex whole from the inner most developmentally-fixed biological context of human faculties to the perpetually shifting, socially and politically constructed context of individual schema and human civilization. The text's uniqueness stems from its bold attempt to connect the postformal critical constructivist/pedagogy work of Joe Kincheloe and others to Western science through a shared, although previously misunderstood, critique and rejection of crude forms of social control, which the psychologists call behaviorism and Western scientists identify as mechanical philosophy. This book therefore argues that critical pedagogy – which includes, among others, anarchist, Marxist, feminist, Indigenous (globally conceived), Afro-Caribbean/American, and postmodern traditions – and critical/constructivist educational psychology have much to gain by engaging previously rejected work in critical solidarity, that is, without compromising one's values or democratic commitments. The goal of this book is therefore to contribute to this vision of developing a more transgressive and transformational educational psychology.

Features
► Introduces readers to a complex set of ideas around issues of critical pedagogy, cognition, and educational psychology
► Lays out a new paradigmatic approach to the study of cognition and the implications of this perspective for educational psychology
► Presents complex ideas in an accessible format

Fields of interest
Educational Psychology; Pedagogic Psychology

Target groups
Research

Type of publication
Monograph

Due March 2011
Rethinking Educational Practice Through Reflexive Inquiry

Essays in Honour of Susan Groundwater-Smith

Susan Groundwater-Smith is one of the most influential voices in the world of educational practitioner inquiry. The convener in Australia of the Coalition of Knowledge Building Schools, she is a staunch advocate of innovative methods of practitioner inquiry with a particular emphasis upon student voice and the use of images in capturing young people’s perspectives on their learning experience. So it is more than fitting that this unique text on practitioner inquiry and teacher professional learning is dedicated to her. Rethinking Education Practice Through Reflexive Inquiry is a compilation of essays that explore contemporary issues in practitioner inquiry and action research from the perspective of both university-based and school-based authors.

Features
- The book brings together perspectives from a range of key scholars and practitioners
- The book explores practical, political and theoretical dimensions of action research/practitioner inquiry
- The book provides a contemporary exploration of the links between practitioner inquiry and teacher professional learning

Fields of interest
Teaching and Teacher Education; Educational Policy

Target groups
Research

Type of publication
Contributed volume

Due April 2011

What Counts in Teaching Mathematics
Adding Value to Self and Content

In this book, internationally recognised scholars and practitioners synthesise current practice and research developments in the area of mathematics teacher education and mathematics education. The book's two sections examine the role and significance of collaborations and critical friends in the self-study of mathematics teaching and teacher education; and the emerging conflicts, dilemmas and incongruities arising from the study of mathematics education practices. The book considers the insights gained from self-analysis regarding the practitioner themselves, as well as their pedagogical content, students and approaches.

Features
- No other book focuses specifically on mathematics education in teacher education
- Synthesises current practice and research developments from internationally recognized scholars and practitioners
- The mathematics education community can build on the knowledge and experience generated in this book

Contents

Fields of interest
Mathematics Education; Teaching and Teacher Education

Target groups
Research

Type of publication
Contributed volume

Due February 2011

Advances in Teacher Emotion Research

The Impact on Teachers’ Lives

Some reports estimate that nearly 50% of teachers entering the profession leave within the first five years (Alliance for Excellent Education 2004; Ingersoll, 2003; Quality Counts 2000). One explanation of why teachers leave the profession so early in their career might be related to the emotional nature of the teaching profession. For example, teaching is an occupation that involves considerable emotional labor. Emotional labor involves the effort, planning, and control teachers need to express organizationally desired emotions during interpersonal transactions. As such, emotional labor has been associated with job dissatisfaction, health symptoms and emotional exhaustion, which are key components of burnout and related to teachers who drop out of the profession.

Features
- Addresses increasingly important issue of teacher retention
- Includes the work of renowned international scholars
- Provides research from a variety of disciplines and scientific paradigms

From the contents

Fields of interest
Educational Psychology; Teaching and Teacher Education; Child and School Psychology

Target groups
Research

Type of publication
Contributed volume

Available

2009. XVI, 408 p. 50 illus. Softcover
- € 69,95 | £62.99
- * € (D) 74,85 | € (A) 76,95 | sFr 100,50
ISBN 978-1-4419-8193-6

- € 99,95 | £90.00
- * € (D) 106,95 | € (A) 109,95 | sFr 143,50
ISBN 978-94-007-0804-4

- € 99,95 | £90.00
- * € (D) 106,95 | € (A) 109,95 | sFr 143,50
ISBN 978-94-007-0804-4
**Corrective Feedback, Individual Differences and Second Language Learning**

This book explores current thinking about the role of corrective feedback in language learning and teaching. Corrective feedback is a topic that is of relevance to both theories of second language learning and language pedagogy. Younghee Sheen, an Assistant Professor of Applied Linguistics at the American University in Washington D.C., offers a new perspective by reviewing a wide body of research on both oral and written corrective feedback and its contribution to second language acquisition. She also reports the results of her own study, pointing to the need to examine how individual factors such as anxiety and language aptitude mediate learners' ability to benefit from the oral and written feedback they receive. This book is an important resource for students and scholars of applied linguistics and second language acquisition. It will also be of interest to language teachers and teacher educators wanting to deepen their understanding of error correction strategies in the classroom.

**Features**

- A historical perspective on the treatment of corrective feedback in second language acquisition research and in language pedagogy
- Synthesizes current research on oral and written corrective feedback
- Relates research to the practice of corrective feedback in language pedagogy

**Contents**


**Fields of interest**

Learning and Instruction; Assessment, Testing and Evaluation; Applied Linguistics

**Target groups**

Research

**Type of publication**

Monograph

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**New Series**

**Explorations in the Learning Sciences, Instructional Systems and Performance Technologies**

Series editors: J. M. Spector, S. Lajoie

**Cognitive Load Theory**

Over the last 25 years, cognitive load theory has become one of the world’s leading theories of instructional design. It is heavily researched by many educational and psychological researchers and is familiar to most practicing instructional designers, especially designers using computer and related technologies. The theory can be divided into two aspects that closely inter-relate and influence each other: human cognitive architecture and the instructional designs and prescriptions that flow from that architecture. The cognitive architecture is based on biological evolution. The resulting description of human cognitive architecture is novel and accordingly, the instructional designs that flow from the architecture also are novel. All instructional procedures are routinely tested using randomized, controlled experiments.

**Features**

- Provides definitive statement of unique cognitive architecture and novel instructional design principles generated by cognitive load theory
- Contains the most inclusive and comprehensive review of the literature on cognitive load theory conducted

**Contents**

Introduction to the issues addressed by cognitive load theory.- Categories of information: What is learned based on an evolutionary perspective.- Human cognitive architecture.- Categories of cognitive load and measuring cognitive load.- Instructional effects associated with intrinsic cognitive load.- Instructional effects associated with extraneous cognitive load.- The consequences of cognitive load theory for debates on the advantages and disadvantages of minimal guidance during instruction.- Future directions and unresolved issues.

**Fields of interest**

Educational Psychology; Cognitive Psychology; Learning and Instruction

**Target groups**

Research

**Type of publication**

Monograph

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Due February 2011


Hardcover

- approx. € 99,95 | £90.00
- approx. * € (D) 106,95 | € (A) 109,95 | sFr 143,50

ISBN 978-94-007-0547-0

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Due April 2011

2011. 250 p. 20 illus. (Explorations in the Learning Sciences, Instructional Systems and Performance Technologies, Volume 1)

Hardcover

- € 89,95 | £81.00
- * € (D) 96,25 | € (A) 98,95 | sFr 129,00

Building Learning Experiences in a Changing World

Advances in Business Education & Training is a Book Series to foster advancement in the field of Business Education and Training. It serves as an international forum for scholarly and state-of-the-art research and development into all aspects of Business Education and Training. This new volume deals with several aspects of the challenge to design learning in and for a changing world.

Features
► Unique focus on how to incorporate sustainable renewal in business education and training
► Identifies educational practices that help to harvest the potential of the increasing diversity of students
► Shows how learning can be designed in such a way that employees are equipped for a shifting workplace

From the contents

Fields of interest
Professional and Vocational Education; Higher Education; Learning and Instruction

Target groups
Research

Type of publication
Contributed volume

Due April 2011


Implications for Successful Instructional Leadership, Organizational Learning, and Culturally Responsive Practices

As educational policy trends converge in many countries, such as demands for greater accountability, decentralization, and more culturally sensitive practices for an increasingly diverse student body, there is growing interest in cross-national comparisons and generalizations about leadership qualities and practices that result in successful schools. US and Cross-National Policies, Practices and Preparation: Implications for Successful Instructional Leadership, Organizational Learning, and Culturally Responsive Practices fills that need by bringing together triads of scholars from the International Study of Successful School Principals (ISSPP) to make direct comparisons among policies and practices in the U.S. with those in other national contexts, and then to draw implications for improving leadership preparation.

Features
► Provides comparative cross-national perspectives on key issues of school leadership
► Largest international study of educational leadership and preparation worldwide
► Ties educational policy to successful school leadership practice

From the contents

Fields of interest
Administration, Organization and Leadership; International and Comparative Education; Educational Policy

Target groups
Research

Type of publication
Contributed volume

Due February 2011

Pedagogy in (E)Motion

Rethinking Spaces and Relations

This personal, creative, critical work from a leading scholar of psychology is rooted in three novel concepts and aims to share critical pedagogy in the spirit of nascent potential found in the context of a colonial Puerto Rico. First comes the idea of ‘pedagogy in (e)motion’, or the emotional matrix of the teaching and learning process. Secondly, the author explores the notion of ‘street pedagogy’ as a genuine and powerful professional tool. And thirdly, the book underscores what Zambrana-Ortiz calls ‘the interconnectedness of the arts inside the political and biographical act of teaching.’ The purpose is to inform education teaching practice with the radical framework that, like the neurosciences, believes emotions to be a vital precursor to the planning of action, the process of decision-making and the broadening of our cognitive parameters.

Features
► Rapid visual and graphic references as well as dynamic transitions among topics
► Deep and sound revision of literature for emergent concepts
► Variety of topics within the higher education contexts
► Creative and innovative proposals for future educators, administrators, psychology fellows and advocates
► Easy connection with personal, qualitative and testimonial data

From the contents
Chapter I, Pedagogy in (e)motion Bridges across cognition, cultural mediation, and sociopolitical action.- Chapter II, Street Pedagogy and the Power of Street Stories: Complicity and Convergence Among Freire and Vygotsky’s Ideas.- Chapter III, Pedagogy as critical artscience: a proposal, a breakthrough.- Chapter IV, Sewing an authentic text through.- Chapter V, Ideas in motion within a classroom in e-motion.- Chapter VI, Ideas in motion: students as researchers, storytellers, artists and tourists.

Fields of interest
Teaching and Teacher Education; Cognitive Psychology; Educational Psychology

Target groups
Research

Type of publication
Monograph

Due March 2011
O. Zaslavsky, Technion, Haifa, Israel; P. Sullivan, Monash University, Victoria, Australia (Eds.)

**Constructing Knowledge for Teaching Secondary Mathematics**

Tasks to enhance prospective and practicing teacher learning

Teacher education seeks to transform prospective and/or practicing teachers from neophyte possibly uncritical perspectives on teaching and learning to more knowledgeable, adaptable, analytic, insightful, observant, resourceful, reflective and confident professionals ready to address whatever challenges teaching secondary mathematics presents.

**Features**
- Central to the work of teacher educators
- Outlines tasks that Teacher Educators can incorporate into both pre-service and in-service teacher education programs
- Significance for practice
- Presents practically relevant tasks under unifying themes
- Practical and comprehensive content
- Provides teacher educators with both synthesized themes and illustrative tasks that have been rigorously evaluated

**Contents**
Introduction. - Varying, Adapting and Considering Alternatives. - Classification and Noticing Similarities and Differences. - Conflict, Dilemmas and Their Resolution. - Designing and Solving Problems. - Learning from the Study of Practice. - Selecting and Using Appropriate Tools for Teaching. - Identifying and Overcoming Barriers to Student Learning and Becoming Sensitive to Students’ Thinking and Inventive Ideas. - Sharing and Revealing Self, Peer, and Student Dispositions. - Summary.

**Fields of interest**
Mathematics Education; Teaching and Teacher Education

**Target groups**
Research

**Type of publication**
Contributed volume

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Due April 2011


- approx.  € 77,00 | £90.00
- approx. * € (D) 82,39 | € (A) 84,70 | sFr 166,00