

# DOWNLOAD PDF POSTMODERNISM AND COMMUNITY IN SCHOOLS : UNRAVELING THE PARADOX GAIL FURMAN

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*This article addresses the paradox of community building in schools characterized by diversity, posing it as the dissonance between modernist notions of community and postmodernism. The article attempts to unravel the paradox through a theoretical alignment of these concepts. A framework for.*

This book is printed on acid-free paper. Diane McDaniel Production Editor: Emily Rose Marketing Manager: Angress Preface [Page ix] This volume argues that for educational leadership as a field of professional studies to advance intellectually and practically in the 21st century, a better balance between the science and art of leading must emerge. While I agree that leadership is socially constructed and linguistically dependent within a culture, I think history will show that leaders matter a lot. The last topic of the book is a foray into the debate regarding national leadership standards and a deconstruction of some of the proposals being advanced from various perspectives. Current national standards are lopsidedly pushing an agenda that is reductionistic and paradoxically antipractice because it is devoid of any indications of artful performance. Instead, the national standards are replete with the jargon of total quality management and the gospel of efficiency, a familiar and unproductive vein that has been overmined for many years and offers very little promise for improving the practice of educational leadership

How to Use This Book The professor and student who are going to use this book as part of a formal graduate preparation program may proceed along two lines. The first is the keeping of a personal journal of reflective writing. Critical practice involves learning how to engage in serious and sustained examination of practices and the underlying assumptions and theories that support them. The questions at the end of each chapter are designed as a [Page x] jumping off point to begin this process. Students should not be constrained by them, however. There are many questions that could be asked at the end of every chapter. The inclusion of definitions of terms of key concepts will serve as a way to clarify what is meant in class and in personal discussions. There are such definitions included in the volume. I have used all of them in my graduate classes in educational leadership at the University of Kentucky, Iowa State University, and currently at the University of North Carolina at Chapel Hill. The use of film is a powerful way to teach leadership. It is unsurpassed as a vehicle to illustrate the interaction between context, culture, decisions, and outcomes. While traditional written texts can present or discuss nearly all of the elements contained in film, the written form requires linearity left to right on horizontal lines and hence sequence in such a presentation. The use of film in teaching educational leadership offers a healthy counterbalance to the dominant traditions of viewing leadership exclusively via the social sciences. For professors who are not adequately schooled in the humanities, there may be some reluctance to venture into this alternative perspective. But I maintain that discussions regarding morality, social justice, and equity cannot be adequately taught or learned without involving the emotional side of human existence. And the social science approach works to systematically eliminate human emotion as an inherently unpredictable and destabilizing influence in understanding human interaction. It is often something to be eliminated in research designs approaching leadership because of its difficulty in being measured and its elusive nature in creating subjectivities hard to control. Yet, how can social movement be understood unless one comes to grips with the human emotion that is necessary to sustain it? Social movements may be born in libraries I think here of Marx toiling away on Capital in the reading room of the British Museum; see Wheen, , p. Written text alone, whether books or case studies, is not adequate to teach leadership. The use of film offers the opportunity of emotional context. It adds the power to leadership preparation, which is the crucible of learning about leading in context. I offer here the Gandhian notion of ahimsa, the kind of creative power that leads to constructive and nonaggressive action, which leads to social change. If we are serious about teaching morality, social justice, and equity in a program preparing educational leaders, we must augment our teaching with pedagogical approaches that include human emotion as an integral part of the equation of changing schools within the existing social order. I proffer film as one such pedagogy to accomplish that purpose. It is my hope and my intent to redirect the teaching of educational

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leadership by regrounding it on different axes. The social sciences have all but petered out in telling us anything new or different about leadership. Leadership studies must move beyond the sciences and recognize that effective leading is about drama and performance—artistry! Artistry involves the whole human, not simply the head, but the heart. Human action contains vision, emotion, and belief embodied in artful performance. So let us begin the journey. *Movies to manage by: Lessons in leadership from great films.* Photography as a method. University of New Mexico Press. Johns Hopkins University Press. Using film to teach leadership in educational administration. *Educational Administration Quarterly*, 33 1 , “ The moral and political thought of Mahatma Gandhi. Towards a theory of organizational functioning. The power of their ideas: Lessons for America from a small school in Harlem. Toward public administration as a humanities discipline: The cinematic representation of the personal and professional lives of teachers. *Teacher Education Quarterly*, 28 3 , “ There, for the first time, I was able to break up the landscape of educational administration into typologies and begin the process of examining the field by stepping outside it. For me, the intellectual geography began to become differentiated in a more novel way than I had previously been able to conceptualize it. The rupture, if it can be called that, was prompted by a lot of reading in poststructuralism and postmodernism. One year later, my book, *Theory in Educational Administration*, published by HarperCollins and now out of print, was released. Much of this book is firmly rooted in that work, with some sections repeated in various chapters where I believed them to remain relevant to the discussion at hand. Many will never know how they have influenced me, if only to give me pause to reconsider a position I had taken or to offer support at times when my perspective was at odds with the mainstream. Dissent always has a price and those special colleagues who took time to offer their moral support, even when they did not agree with me, are indeed precious. I want to thank all of my colleagues at the University of North Carolina UNC at Chapel Hill who have had to put up with me in so many faculty meetings and office conversations: I think our program at UNC—Chapel Hill is so very special in the way that so much diversity remains productive and positive. I also want to thank two deans who supported and encouraged me at Chapel Hill whom I also consider colleagues: Madeleine Grumet and Tom James. At the national level I have to acknowledge all of my colleagues who also listened to my sometimes impassioned voice who served on the UCEA Executive Committee over many years, beginning with the executive director, Michelle Young.

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## Chapter 2 : SAGE Books - The Art of Educational Leadership: Balancing Performance and Accountability

*This article addresses the paradox of community building in schools characterized by diversity, posing it as the dissonance between modernist notions of community and postmodernism.*

Fen already had a well-established reputation, more accurately reputations, in the fields of district leadership, consulting, and curriculum-audits. Our relationship grew around a series of AERA symposia which put forth various critiques of current school leadership practices through multiple lenses, in particular postmodernism. Regardless of the position I took, he was always supportive, even when my ideas questioned the very theme of the symposium itself. Fen was always and still is open to different perspectives even as he makes plain his own strongly radical thesis on this or that reform. As of today, I have written two journal articles and two book chapters for works edited by Fen. My writing experiences for Fen have been remarkable, as he the editor [of journals and books] has motivated me to write in new and different genres – not always successfully, but always as a growth experience. My first Fen publication was Bogotch, I. Listening for Leadership in Real Schools. Summarizes an ethnographic study examining how private conversations between a principal and a fifth-grade teacher connect to educational leadership and reform issues and which research methods can discover the meanings therein. To move beyond the status quo a problem with student discipline , both participants had to reconstruct relevant shared meanings and expand notions of teacher responsibility. For a district superintendent to get involved in a day-to-day decision regarding school building administration struck me as a topic worth studying in the moment. I was particularly interested in seeing how this principal would interpret those orders in her future conversations with the teacher who caught the attention of a district superintendent. Ethical issues screamed out loudly to me: There are many degrees of separation between researchers and practitioners. Yet Fen made an editorial decision to publish my work. Fortunately, few if any have ever read the study, and so it remains, perhaps rightly so, buried in ERIC. The educative power of developing standards. Journal of School leadership, 12, My second writing experience for Fen came out of one of the AERA symposiums critical of national leadership standards. Gail Furman and Fenwick English were the guest editors to a Special Issue for the journal, asking the broad question: Can leadership be legislated? Ira Bogotch reports on a personal experience in creating administrator standards in Louisiana. Well, if that so-called proclivity is evident, then it is there largely because of colleagues like Fen who continually encourage divergent perspectives. Fen himself is well-known for taking unpopular positions. In this particular article, I had observed how superintendents and principals can feel joy in learning to develop standards, but as soon that phase is over, and the legislative processes begin, learning and the joys of learning end. Fragile trust turns towards mistrust; deliberate efforts turn into routines; and the future is approached by dredging up old solutions that may or may not have worked in the past. In other words, developing leadership standards and implementing them are two disparate processes. It is the kind of conclusion that in my mind brings together in a scholarly way the positions held by both Fenwick English and Joseph Murphy. If the history chapter has earned even a modest readership, I have to also thank section editors Fran Kochan and Cindy Reed who insisted that I not let my historical bio-narratives speak for themselves which is always my inclination when doing research , but rather, as the author, draw out historical lessons in my conclusions. In my initial draft, I followed my own instincts and decided that a practitioner-oriented chapter should be written in the first person. I wanted my voice to be heard clearly and then use my own self-doubts and misunderstandings to be displayed in print for readers to reconsider their own management and leadership decisions. But when I submitted the draft, neither Sage nor Fen agreed with me. They wanted the chapter re-written in the 3rd person with occasional lapses into 1st person plural. As I did initially with Fran and Cindy, I objected. But if you know Fen at all, it is not wise to use stalling tactics, dilly dallying or waffling. Fen immediately [and perhaps reluctantly] said he would do the rewrite himself and then send the chapter back to me for final revisions and editing. When I received it back, I was very pleased with what he had done. He became me and I liked the new

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me. I have known many academic editors during my career and only one, the inimical Duncan Waite, will rewrite with his authors.

## Chapter 3 : Full text of "ERIC ED The Role of Teacher in the Classroom Community."

*In lieu of an abstract, here is a brief excerpt of the content. CHAPTER 2 Postmodernism and Community in Schools: Unraveling the Paradox Gail Furman INTRODUCTION Paradox has become a frequently used term in recent literature on community in schools (Furman, ; Merz & Furman, ; Shields & Seltzer, ).*

## Chapter 4 : Dissonant political discourse | Mira Moshe

*Gail Furman is Associate Professor of Educational Leadership and Counseling Psychology at Washington State University. She is the coauthor of Community and Schools: Promise and Paradox. Table of Contents.*

## Chapter 5 : Community Development Journal

*Postmodernism and community in schools: Unraveling the paradox, Teacher teaming in middle schools: Dilemmas for a school-wide community. Gail Furman-Brown.*

## Chapter 6 : Project MUSE - School as Community

*Complexity and coherence of educational communities: an analysis of the images that reflect and influence scholarship and practice / Lynn G. Beck --Postmodernism and community in schools: unraveling the paradox / Gail Furman --Role of community in spiritually centered leadership for justice / Colleen A. Capper, Madeline M. Hafner, and Maureen.*

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*for "Postmodernism and Community in Schools: Unraveling the Paradox" Furman, G.C. (). Postmodernism and community in schools: Unraveling the paradox.*