Understanding Decision-Making in Educational Contexts

Transforming Education Through Critical Leadership, Policy and Practice

Series editors: Stephanie Chitpin, Sharon Kruse and Howard Stevenson

Transforming Education Through Critical Leadership, Policy and Practice is based on the belief that those in educational leadership and policy-constructing roles have an obligation to educate for a robust critical and democratic polity in which citizens can contribute to an open and socially just society. Advocating for a critical, socially just democracy goes beyond individual and procedural concerns characteristic of liberalism and seeks to raise and address fundamental questions pertaining to power, privilege and oppression. It recognizes that much of what has gone under the name of 'transformational leadership' in education seeks to transform very little, but rather it serves to reproduce systems that generate structural inequalities based on class, gender, race, (dis)ability and sexual orientation.

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Understanding Decision-Making in Educational Contexts: A Case Study Approach

BY

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INVESTOR IN PEOPLE

This book is dedicated to
Justice and Associate Professor Marvin A. Zuker.
You have helped me to achieve my dreams.

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About the Author

Stephanie Chitpin is a Full Professor of Leadership at the Faculty of Education, University of Ottawa, Canada. Dr Chitpin's principal contribution to leadership and to the professional development of principals rests on her rejection of the inductive method. She argues that knowledge is acquired by hypotheses deductively validated as 'falsifiability criteria'. Her research funded by The Social Sciences Humanities Research Council of Canada (SSHRC) and The Ontario Ministry of Education, Canada, are international in scope, and include the analysis of the Objective Knowledge Growth Framework (OKGF) based on Sir Karl Popper's critical rationalism, as a new tool for understanding principals' decision-making.

Dr Chitpin is also the Series Editor of *Transforming Education Through Critical Leadership, Policy and Practice*

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