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Internationalisation of Educational Administration and Leadership Curriculum: Voices and Experiences from the ‘Peripheries’

EDITED BY

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About the Editors

**Eugenie A. Samier**'s research concentrates on administrative philosophy and theory, interdisciplinary foundations and theories of administration, and comparative international educational administration, contributing also to public administration and management studies. She has been a guest researcher, lecturer and visiting professor at a number of universities in Europe, North America and the Arabian Gulf. Her publications include book chapters and articles on many aspects of organisation studies, administration, policy, leadership and research approaches, using primarily a humanistic framework, focusing on context, ethics and psycho-social factors, more recently post-colonial critiques and Islamic principles, values and practices. She has published several collections with Routledge and Springer, and has contributed to handbooks, and serves on the boards of several journals. She also worked as a public sector consultant for a number of years on a broad variety of projects including legislation development, organisational reviews, board development, and department restructuring and redesign.

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Eman S. ElKaleh is a Lecturer of Management and Leadership and Senior Administrator at Zayed University, United Arab Emirates. Before that, she held different administrative positions at UAE University and was a Lecture of Management and Leadership at University of Wollongong Dubai. Eman holds a Master of Business Administration from University of Wollongong and a PhD in Management, Leadership and Policy from the British University in Dubai in association with Birmingham University, UK. Her research interests, publications, and book collections revolve around leadership from Islamic and cross-cultural perspectives, curriculum development, indigenous research and teaching leadership from critical and cross-cultural approaches. She serves as a reviewer for a number of international peer-reviewed journals and regularly conducts reviews for international and national conferences and research awards. Eman has been a keynote speaker and guest lecturer at the Middle Middle East, North Africa, South Asia (MENASA) National Association of Student Personnel Administrators (NASPA) Conference, Oxford Brookes University, Humboldt University of Berlin and a number of universities in the Middle East. She is the recipient of the 2015 Academic Excellence Award by Dubai International Academic City and has served as the Chair of Professional Development at the MENASA NASPA Advisory Board for two years.
About the Contributors

Aisha Salim Ali Al-Harthi is an Associate Professor and the Head of the Department of the Education Foundations and Administration (DEFA) at the College of Education in Sultan Qaboos University, Oman. She received her PhD from the Pennsylvania State University (US). Her research interests include the following areas: distance education, Massive Open Online Courses (MOOCs), cultural issues, learner self-regulation, learner characteristics, learning strategies, vocational secondary education, and educational leadership and entrepreneurship. She publishes in both distance education and educational leadership journals and leads/participates in many funded research projects.

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Kostas Dimopoulos is Professor in the Department of Social and Educational Policy (University of Peloponnese). He has served as vice president of the Institute of Education Policy (national agency supervised by the Ministry of Education responsible for education planning in primary and secondary education). His current research interests concern the analysis of education programmes of various forms and levels, as well as understanding how the Greek school works under the current socio-political circumstances. He has written 98 articles and conference papers, as well as two books on these issues. Among the international journals he has published are: International Journal of Learning, Educational
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Emre Er is an Assistant Professor in the Yildiz Technical University’s Faculty of Education, İstanbul, Turkey, where he teaches organisational change management, educational leadership and social network analysis. He received the best doctoral dissertation award by the Educational Administration Research and Development Association and holds a Bachelor in Chemistry Education. His research area is mainly organisational change, social network theory and interpersonal relationships in schools, and is currently examining the social network
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Evangelia Papaloi received a PhD with a cross-disciplinary focus on Education Sciences, Social Organisational Psychology, and Adult Learning and Development from the University of Toulouse II (France). She works as an Adjunct Lecturer at post-graduate courses in Educational Management at various universities in Greece (Hellenic Open University, University of Thessaly, University of the Peloponnese, University of Western Macedonia). She is a research associate and a trainer at various public research institutes and training centres in Greece and has conducted cross-disciplinary researches in the area of organisational behaviour, educational leadership, leadership ethics, social justice, social inclusion, stereotypes, etc. She serves as a reviewer at the Academy of Management Conference in Organisational Behaviour (OB) and in Organisational Development and Change (ODC) departments, and she is at the editorial board of the international journal Business Ethics and Leadership (BEL). She has published papers in scientific journals and has written chapters in collective volumes both in Greece and abroad (Cambridge Scholars).

Bev Rogers is a Lecturer in Leadership and Management at Flinders University in South Australia. Bev was previously a Secondary Principal in both country and disadvantaged areas of Adelaide, and Director of Teaching and Learning within the Department of Education and Child Development, prior to joining Flinders University in 2014. Her current research examines and challenges current dominant and culturally limited Western models of educational leadership, exploring culturally sensitive leadership interactions in diverse contexts. It also seeks to understand the impacts of professional learning on leaders’ practice and the struggle, within the current policy context, to resist total compliance in finding agency for responding to contextual realities.
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