Women Leading Education Across Continents

Conference 2019

Sunday 7 July—Thursday 11 July 2019

University of Nottingham

Abstract Booklet

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Welcome

Welcome to the 7th international Women Leading Education Across Continents Conference hosted by the University of Nottingham

The conference theme is

'Ways of seeing women's leadership in education: stories, images, metaphors, methods and theories'.

Sunday 7 July — Thursday 11 July 2019
University of Nottingham
Nottingham
England, UK

Members of the organising committee and the University of Nottingham welcome you to the 7th international Women Leading Education Across Continents conference.

Women Leading Education Across Continents has hosted an international conference every two years since 2007. Starting in Rome, scholars and activists for the education of women and girls through women's leadership have met in Germany, Greece, Ghana, New Zealand, and Brazil. The 2019 conference is here in England and the 2021 conference will be in the Philippines.

Professor Charol Shakeshaft
Chair
Women Leading Education across the continents

Sharon Adams-Taylor
Associate Executive Director
AASA, The School Superintendents Association

Professor Michelle Young
Executive Director
UCEA, University Council for Educational Administration

Dr Kay Fuller
WLE Conference convener, 2019
University of Nottingham

On behalf of co-conveners of the Gender and Leadership BELMAS Research Interest Group:
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Dr Saeeda Shah
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UERJ (Rio de Janeiro State University), Rio de Janeiro, Brazil
Dr Rachel McNae,
Waikato University, Hamilton, New Zealand
Dr Joyce Wilson-Tagoe,
University of Education, Winneba, Ghana

Dr Helen Sobehart
Founding chair

About Women Leading Education Across Continents

In 2006, the Women's Special Interest Group (SIG) of the University Council for Educational Administration (UCEA) recognized no single world-wide venue existed whereby interested researchers, policy makers, practitioners and others could obtain an understanding of the underrepresentation of women in the highest levels of educational leadership across the globe; nor of the social and educational impact of that. UCEA, a leading organization of the top 10% of US and some international universities, and the American Association of School Administrators (AASA), recognized the same need. Dr Helen Sobehart (Associate Academic Vice President for Graduate Education) was chair of the UCEA Women's SIG and long-time member of AASA, so she began work on the charge.

Scholars across the globe created the Women Leading Education Across Continents (WLE) group at a conference held in Rome in 2007. The goal was to fill a vacuum of information – an understanding of the status of women in educational leadership, in both basic and higher education, from both a qualitative and quantitative view.
The group emerged with the following goals: to gather data from an increasing number of countries across all continents regarding the number of women represented in positions of leadership in both higher and basic education; to describe issues which either are barriers or facilitators regarding the ability of women to attain the highest levels of educational leadership; to bring those issues to life through an analysis of the lives and stories of women within the group; to impact research, policy making and practice through wide presentation, publication and an online gender audit. Our first book, *Sharing the Spirit, Fanning the Flame: Women Leading Education Across the Continents*, (ed. Sobehart 2009) provides the content from the first conference. We bring to life the quotation from St. Hildegard of Bingen from Germany in the 12th Century,
"The woman was in the flame but not consumed by it. Rather it flowed from her."
We aim to fan the flame of social justice which so powerfully impacts those who lead the education of our future leaders – our children.

The second conference was held at the University of Augsburg, Germany in 2009. Researchers and practitioners from an increasing number of countries were invited so we might discuss the issues, clarify understanding, and determine the means by which we can most effectively illuminate this incredibly important aspect of social justice.
The third conference was held at the University of Thessaly in Volos, Greece in 2011. The goal was to continue a research-based global conversation about the status of women in educational leadership and to develop consensus about systematic collaborative research to be conducted across continents. We believe these conversations will impact on policy development around the globe and move forward women's educational leadership as a social justice issue.

Conferences have followed in Apam, Ghana 2013; Hamilton, New Zealand 2015; and Rio de Janeiro, Brazil 2017. The seventh conference is taking place here in Nottingham, England in 2019.

About the University of Nottingham
The University of Nottingham is ranked as a world top 100 University by the QS World University Rankings 2019 and is a member of the UK's prestigious Russell Group. As part of the Universitas 21 global network of research-intensive universities the University of Nottingham has been recognised as delivering a Gold standard in the Teaching Excellence Framework (TEF), which aims to recognise and reward excellent learning and teaching. According to the 2019 *The Times* and *The Sunday Times Good University Guide* the University of Nottingham is the International University of the Year.

The School of Education welcomes students, scholars and other partners from across the UK, Europe and the world into our vibrant global community.
The school leads the way in high-quality research, teaching and professional education. We are a highly regarded school and ranked 3rd out of all education departments in the UK in the latest Research Excellence Framework and our teacher training is rated as 'outstanding'.
We work globally through our international campuses and innovative courses, and locally through partnership schools, professional networks and diverse communities.

About Nottingham
Nottingham is a city in central England's Midlands region. It is known for its role in the Robin Hood legend and for the hilltop Nottingham Castle Museum and Art Gallery, rebuilt many times since the medieval era. Nottingham is also famous for its Lace Market area, once the centre of the world's lace industry and Wollaton Hall, an ornate Elizabethan mansion with gardens and a deer park.

Abstracts

Tuesday 9 July 2019
Session 1 Opening session
Session 2 Women's leadership for and with children and young people

The Critical Role of Student Voice in Schools for Bringing up the Next Generation of Women Leaders

Dr. Katherine Cumings Mansfield
The University of North Carolina at Greensboro, USA

Dr. Rachel McNae
University of Waikato, New Zealand

It has always been important to act purposefully to mentor girls and young women to feminist consciousness, voice, leadership, and activism. However, the current political climate across the globe makes this commitment to conscientization particularly pressing. The purpose of this presentation is to share research conducted in the U.S. and New Zealand where women educators are committed to bringing up the next generation of women leaders. Recognizing the critical role of student voice, these educators have found unique and substantive ways to bring girls and young women to feminist consciousness, develop voice, practice leadership skills, and use critical knowledge and skills as activists in their schools and communities. The paper begins with an overview of the harm neoliberal influences have played on schooling in New Zealand and the U.S.; especially how the resurgence of toxic masculinity, racism, and nationalism have affected the status of girls and women, particularly where gender intersects with race and other social identities. We than share the ways female school and community leaders build unique organizational cultures and highlight the many creative ways teachers enriched existing curriculum to uncover girls' and women's accounts of their lived realities. Finally, we demonstrate the metaphors and images students used to describe their feminist leadership and community activism using data sources such as photographs of their artwork and excerpts of their writing and public speaking.

Keywords: feminist consciousness, critical pedagogy, individual and collective praxis, leadership development, student voice

The Methodologies and Methods used to Uncover Accounts of Women's Lived Realities - Gender and Resistance in the Mauá City - São Paulo – Brazil.

Prof. Maria Elisabeth Rosa dos Santos
Department of Education – Mauá – São Paulo, Brazil

This study presents the educational resistance made by a group of women teachers and principals who work in two Childhood Schools that attend more than 1,500 students (from zero to six years old) in peripheral neighborhoods of Mauá' city, SP, Brazil.

In contrast to the silencing of other school units who have accepted prejudiced interventions in their curriculum, promoted by local councillors, these women educators are promoting conversation with the students parents about the relevance of an education that considers gender equality teaching and learning.

Since 2015, Mauá has integrated the group of Educator Cities established by the United Nations. The Brazilian Constitution guarantees in its article 5 the equality of rights between men and women, and the right to the balance between identity and diversity is advocated in the Charter of principles of educator cities. Yet, the distortion of concepts and images orchestrated by religious and fundamentalist politicians has prevented the promotion of equal treatment in school.

The right of children, especially girls, to learn about gender balance has been intentionally distorted by them who call this practice of "gender ideology". This setback contradicts the millennium goals and is therefore being faced by the teachers and principals who are protagonists from the inalienable rights of the human person.

Keywords: educational resistance, equality, gender

Young Women Leaders in Film Education and Communication

Teresa Cristina Santos Balbino
UERJ-FEBF - Rio de Janeiro State University, Brazil

Dr. Rosangela Malachias
UERJ-FEBF - Rio de Janeiro State University, Brazil

The education / communication interface and the educomunicação concept structures this research, which considers the educational and cultural leadership role that is played by young women filmmakers from Duque de Caxias city, Baixada Fluminense, RJ, Brazil. In December 2017, this study was awarded with honorable mention among 900 other researches written to the UERJ in the Human Sciences category (SEMIC 2017). In the current phase, the narratives of these young women are being investigated because their contents - videos and graffiti art - that treat the citizen's conscience, feminism and a contrary speech against the daily violence in Rio de Janeiro. Objectives: To spread stories from the Baixada Fluminense without the stereotypes of gender, race and class propagated in the hegemonic media about the region. To describe the produced contents critically. Methodology - The interviews were conducted by Paulo Freire (1983) method, who recognizes the dialogue as indispensable to the educational process (reflection, research, teaching and learning, learning as teaching). Autonomy composes this pedagogy and forms Leadership Educators, who use Non-Formal Education – "socio-political, cultural and pedagogical process" (GOHN, 2014, 40). Expected Results - At the 7th WLE Conference it will be presented an interview with the black filmmaker Lu Brasil, who is pedagogue and master in Education at UERJ. Her life blends theory and activism, showing that the exercise of autonomy has contributed to her becoming a young woman leader in education, who learns from local communities and individuals. Theoretical references: GOHN (2014), FREIRE (1983) and DUARTE (2002).

Keywords: young women filmmakers, educommunication, leadership

Administrative Responses to Allegations of Employee to Student Sexual Misconduct: A Gender Comparison

Professor Charol Shakeshaft
School of Education, Virginia Commonwealth University, Richmond, Virginia USA

The sexual abuse of students by school employees is a worldwide problem that is under-documented and systematically ignored. World-wide research comes primarily from the United States, Canada, Great Britain, and Australia – countries where education or legislative bodies have identified the sexual abuse of students by employees as a problem. International agencies such as the United Nations and The World Health Organization have reported on teacher student sexual misconduct across many countries, particularly in Africa. In the United States, nearly 1 in 10 students report being the target of school employee sexual misconduct – visual, verbal, or physical sexual behaviors directed toward them. This paper reports the analysis of 100 cases of employee sexual abuse of a student in the United States focusing on gender differences in perpetrators, targets, and administrator actions. Females are more likely to be targeted than males, but much less so than is typically believed. Males are much more likely to abuse than females, but less so than is typically believed. The patterns of abuse by males and females differ. So, too, do the patterns of response. Women administrators are more likely than male administrators to investigate allegations of misconduct. They are also more likely to lead buildings and school districts with clearer policies and more training than are male principals and superintendents.

Keywords: sexual abuse, gender, supervision

‘I had to put my big girl knickers on!’ The Experiences of Two Female Leaders in New Zealand State Primary Schools Turning Around Schools Around

Sheralyn Cook
The University of Waikato, New Zealand

Each year a small number of New Zealand schools are considered ‘underperforming’ and require external leadership assistance, usually from the Ministry of Education. This support is implemented through a statutory intervention mechanism aimed to address underpinning issues such as governance and leadership matters, low student academic achievement, issues of finance, and student and staff wellbeing (Ministry of Education, 2017).

While statutory interventions have been enacted in New Zealand since 1994 as a mechanism to ‘turn a school around’, there is little research about what this experience is like for educational leaders in primary schools, or how it affects their professional and personal lives. Within the turnaround school literature, educational leaders are often positioned as ‘heroic leaders’ seeking to change the school’s climate and culture. However, there is little literature discussing how female educational leaders approach school recovery processes. With sparse acknowledgement of the effects this work has on a leader's professional and personal life, it is within these spaces that this research on female principals’ experiences is situated.

I draw upon findings from my doctoral research that explored the experiences of two female New Zealand state primary school leaders working to turn around high-needs schools and address complex and challenging circumstances within their schools and community. This presentation reveals the professional and personal struggles both women encountered in their journey to turn their schools around.

Keywords: principals lived experiences, leadership, high need schools, school turnaround, school recovery

Session 3 Applying theories to women’s leadership in education—gender and intersectionality

Women’s Leadership Positions in Education in Nigeria: Challenges and Prospects

Mary Oyere Aibangbe
Federal College of Education, Kano, Nigeria

Women can be described as an indispensable group in the development of any country, in that, apart from their numerical strength, they have great potentials necessary to transform any society into a better one socially and politically but they have been oppressed and suppressed by their male counterpart in private and public life. Their leadership ability is exhibited in their capacity to keep the home front and their job as well but gender biases still strongly hinder women from aspiring to and involvement of leadership position especially in education in Nigeria. However, leadership positions in education keep eluding them, in spite of their level of education. This paper, therefore, identifies some of the leadership traits of women, their challenges and prospects in Nigeria and concludes while making some recommendations.

Keywords: women leadership, position, education, challenges and prospect

Narrations of Female Leaders in Education: The Religious Denomination Patronage in Secondary Schools in Uganda

Dr. Tuyizere Alice Peace
Makerere University, Kampala, Uganda

The study examined the stories of female leaders in education emanating from religious patronage of founders of the schools. Women who are in positions of power do not necessary advance the agenda of their fellow women since they operate within the boundaries of patriarchal mindset that governs the society. Clerical leadership promotes subordination and submissiveness which undermines the females' leadership rights and choice to excise their power to make decisions. Female narrations are entrenched in gender stereotyping of' role distribution in the public space, which is a male domain. This remains a strong influence on females' achievements as leaders and it impacts negatively on the publics' perception of the females' abilities to head schools as compared to males. The stereotyped perception of females as horrible leaders, traditional roles and subordination continue to be a challenge to equality in education. Gender stereotyping manifests itself in female leadership gaps in schools, yet, greater numbers of females are participating in education in addition to affirmative action in tertiary institutions and school headships. Participants in this section included; 70 female leaders in education, 30 denominational founders of secondary schools and 300 secondary school students. Instruments for data collection were interviews and questionnaires. Results from female narration indicated that breaking the ceiling of secondary school leadership needs competence, confidence and determination. This study recommended that religious founders of schools should cultivate in female leaders trust to lead schools without any external interference.

Keywords: narrations, females, leaders, education, religion, denomination, patronage, secondary school.

Gender and Leader Identity Development for African School Leaders

Dr. Pontso Moorosi
University of Warwick, UK

This paper is based on findings from a study that explored school leaders' socialisation and leader identity development in sub-Saharan Africa. The leader identity development trajectories of male and female school principals were mapped over a life long career starting from their first point of socialisation into leadership. Theoretical framework: The paper draws on gender and identity development theory which emphasise the significance of one's social identity in developing an identity as a leader, which is inherently a longitudinal lifetime process whereby leaders acquire skills, aptitudes and dispositions overtime.

An attempt is therefore made to understand these gendered leader identities, their sources of interaction and their processes of operation within society. Methodology: The study was designed as a multi-case study, undertaken in four countries in southern Africa (Botswana, Lesotho, Namibia and South Africa) between 2013 and 2015, wherein 89 school leaders including principals and deputy principals of primary and secondary schools were interviewed. In the original study each country was treated as a "specific entity" and a case study in its own right, in order to preserve the uniqueness and individuality of the cases. However, this analysis draw comparisons between male and female leaders both within and across the four contexts. A narrative approach to data analysis reflecting male and female school leaders' accounts of leader identity development involved reading of transcripts and coding them with themes characterising sources and processes of identity 'work'. Findings suggest that leader identity development is different for both men and women wherein, women tend to rely on external endorsement of mostly male seniors, while men appeared to be internally driven. While this disappointingly confirms the stereotypes, the findings reveal that pre-socialising agents, such as family and school and community play a significant role embedding an embryonic leader identity that gets consolidated throughout the different stages of the career wherein it gets affirmed and disaffirmed.

The process of affirmation can be as effective for women as it is for men. Scholarly significance: The study presents a complex analysis of the process of leader identity development within the patriarchal African contexts, wherein leader identity is often associated with the beginning of a teaching career or a leadership preparation programme. In this context, leader identity begins long before the teaching career, and is inextricably linked to gender.

Keywords: leadership, leader identity development, gender, Africa

Intersectional, Present and Voicing Our Own Experiences

Dr. Sharon Curtis
Ellesmere Children's Centre, UK

Dr. Victoria Showunmi
UCL IOE, UK

This paper draws on research undertaken with black women leaders within the educational field. The chapter contributes to the literature on leadership and identity by examining how race, gender and class may confer disadvantage or bestow privilege in accessing leadership positions. Both studies (Curtis, Showumi: 2014) asked the women to identify their influences on their journeys and addresses the theme of Intersectional Narrative and Voicing. The researchers explored marginalised experiences and present their visibility whilst amplifying the voice of black communities. The theoretical framework used challenges inequitable racialised systems and applies Critical Race Theory (CRT). The use of CRT centralises 'race' and racism, opening up wider debates on the intersections which affect black women's lives, and setting a context in which history informs our present-day understanding of being racialised and gendered (King, 1988; Crenshaw, 1989). Culturally relevant theories are needed that address the needs of black women and their lived experiences (Moseley-Smith, 2008). Further complexities exist in their bi-cultural lives, in which they pass between the dominant culture and the culture which they identify as their own.
Examining issues of race and gender as potential outcomes of marginalisation has given depth to this research, which has also examined their histories and policy development, including further potential barriers to black women's success. Findings showed that there are some clear issues around the ways in which society continues to identify black women which present the obstacle of race. Equally import

Keywords: intersectionality, gender, leadership

Session 4 Applying theories to women's leadership in education—gender and intersectionality (contd.)

The Narration of Women Leaders' Stories — Deaf Black Women Leaders in Education

Laudiléa Aparecida de Lourdes Laudino
Uerj /Febf, Brazil

The purpose of this paper is to share the narratives of deaf Black women, leaders in education, on how they face the "double difference" (FURTADO) and other prejudices that may occur in their search for inclusion in society. It is necessary that deaf Black individuals have a "black consciousness" (BIKO), since many of them do not see themselves as black and this interferes in their process of understanding the situation of inequality that they live. Brazil has advanced in some areas, but we must remember that racial, ethnic, class and gender prejudice still remains as a patriarchal historical heritage, in which women, and especially Black ones, face multiple difficulties of social ascension. Therefore the research adopts the intersectionality and a sociocultural analysis when it considers the specific condition of woman / Black / deaf. Methodology - deaf educators were interviewed during the 6º Congresso Nacional de Inclusão Social do Negro Surdo [6th National Congress of Social Inclusion of the Deaf Black], with the use of the Brazilian Sign Language (LIBRAS); the interviews were filmed and later transcribed into the Portuguese language. Results - The narratives showed how each one of them became references to other black and deaf women enhancing their space in society because of the schooling achievement.

Keywords: deaf Black women, leaders in education, narratives

Reframing Women's Leadership by Telling New Stories: Interconnecting Intersectionality Discourse and Quality of Life Approach

Prof. Dr. Claudia Fahrenwald
University of Education Upper Austria, Austria

This paper presents a theoretical analysis of reframing women's Leadership by telling new stories in interconnecting Intersectionality Discourse and Quality of Life Approach. (1) On the one hand, the premise of intersectionality theory is that people live multiple, layered identities derived from social relations, history, and the operation of structured power. There are two compelling reasons to consider intersectionality theory for studying leadership. First, intersectionality aims to reveal the multiple identities of social actors exposing the connections between those points. Second, it suggests that analysis of complex social situations should not reduce understanding to a singular category. (2) On the other hand, the social and scientific paradigmatic change related to the emergence of quality of life (QoL) and sustainability topics represents one of the megatrends of our modern society. In my paper, I will address the following arguments: a) an introduction to the Intersectionality Discourse and the Quality of Life Approach; b) a discussion of the new mindset needed by educational leaders as ethical agents for diversity, social justice and quality of life in the 21st Century society. What is the future of organizations in the light of Intersectionality Discourse and Quality of Life Movement? Which kind of organizations (e.g. schools, universities) do we need in a changing world of tomorrow? And what does all this finally mean for the ways in which we see women's leadership in education?

Keywords: intersectionality discourse, Quality of Life Approach, future of organizations, educational leaders as ethical agents

The African-American Women in School Leadership Program: From Isolation to Networked Strategic Early Career Supports

Dr. Bonnie C. Fusarelli & Dr Lance D. Fusarelli
NC State University, USA

The United States' teaching workforce is primarily composed of white women. In the nation's nearly 14,000 school districts, women comprise 77% of teachers, 52% of principals, 78% of central-office administrators, but account for less than 25% of all chief executives (superintendents). Of the 52% of principals who are women, 80% are white, 7% Hispanic, 10% black and 3% "other ethnic group" (NCES, 2016). The percentage of non-white women school leaders has remained stagnant over the last 25 years, even though the public -school student population continues to grow more diverse. The lack of principals of colour in the US has a long and complicated history that mirrors the shortage of teachers of colour (Ahmad & Boser, 2014).

NC State University developed a unique program that is specifically designed to support women of colour who are early career school principals. The series of post-degree networking seminars help address the strain that women of colour face when they are hired into leadership positions which have historically been occupied by white men. We explore the stories of the women principals in the program and identify what they perceived as the challenges of their work and the benefits they receive from participating in NC State's African-American Women in School Leadership Program. Data from program participants provides insights into the lived realities of women of colour who are school principals and informs the design of programs created to help support them.

Keywords: leadership, training, women of color

Microaggressions and Black Female Administrators

Professor Jennie Miles Weiner & Professor Laura Burton (non-presenting)
University of Connecticut, USA

Using Sue et al.'s (2007) microaggressions framework, this qualitative study focused on the preparation experiences of 10 Black, female school leaders to examine how and in what ways their identities as black women were discussed in their administration preparation programs. We find participants were neither given space to explore their identities or experiences of discrimination nor did they learn strategies to address them. Instead, leadership was treated as an identity neutral endeavour and conversations regarding racial or gender differences were ignored or silenced. In these ways, the programs perpetrated various microaggressions excluding, negating or nullifying participants' experiences as Black female leaders.

Keywords: microaggressions, leadership, Black women

Session 5 Historical perspectives on women's leadership in education

"Outsiders Within" Our Leadership Paradigms: Portraits of Black Women Headteachers in the UK

Dr. Lauri Johnson
Boston College, USA

Black females have led UK schools for over 50 years, yet the impact of their leadership is often erased from the historical record and their lived experiences and perspectives as educational leaders who have been racialized and gendered are frequently misunderstood and marginalized in light of traditional leadership paradigms. This paper analyses the historical experiences of Black female leadership in Britain in light of critical frameworks that challenge dominant leadership narratives. Through archival research and oral history interviews the paper constructs biographical portraits of the lives and leadership practices of three Black women "firsts"-- Yvonne Conolly (London, 1969), Betty Campbell (Cardiff, 1973), and Gertrude Paul (Leeds, 1976) —who were pioneer women head teachers in the UK in the 1960s and 1970s, and members of the Windrush generation. I utilize Black Feminist Thought (Collins, 2000), Black British Feminism (Mirza, 1997: Ali, Mirza, Phoenix, & Ringrose, 2010) and intersectionality (Agosto & Roland, 2018; Brah & Phoenix, 2004) as theoretical frameworks to interrogate how these Black female school leaders crafted a self-defined leadership stance and navigated within the educational establishment to successfully advocate for the opportunities and life chances of African Caribbean and immigrant students and their families in an often hostile British educational environment. In the end the paper also raises questions about how their careers as Black women leaders in predominately White local authorities may have been influenced by interest convergence (Bell, 1980) and the White gaze (Ghansah, 2015) of the British media.

Keywords: Black headteachers, Black British Feminism, intersectionality, interest convergence

Wisdom Passed Down by Women Leaders in Education

Dr. Jenny S. Tripses
Bradley University, USA

Dr. Angeliki Lazaridou
University of Thessaly, Greece

Women have always played influential leadership roles in education but cultural notions have frequently limited their roles to behind-the-scenes contributions. The result is that their voices and wisdom have not been fully appreciated by subsequent generations. We propose to tell the stories of two women; one Greek, the other American, who lived in the 19th century as a way to more fully understand who women educators are, where we have come from, and where we are going. We selected these two women: Aikaterini Laskaridou and Lydia Moss Bradley because their legacies continue to have a powerful influence on education even today, over a century after their deaths.

The authors seek in the paper to: (1) provide deeper understandings of their lives and accomplishments, and (2) to relate the understandings gained from their stories to current understandings of how women educators have influenced contemporary societies.
The relevance of our endeavor is summed up by Elias Xirotiris (1961) who recently wrote about one of our subjects "since Laskaridou's death, there [has been] no one to take the baton and to continue her work with the same enthusiasm and dedication." We hope that our paper will contribute to a better appreciation of the considerable legacies left by the subjects of our investigation.

Keywords: international women school leaders, ethical leadership

Women Leaders in Education - From the Baixada Fluminense to the World.

Dr. Rosangela Malachias
UERJ-FEBF Universidade do Estado do Rio de Janeiro, Brazil

This presentation intents to demonstrate as the organization work of 6th WLE Conference - From the Margins to Centers, in Duque de Caxias, RJ, Brazil (2017) contributed to the development of a new line of research in the AFRODIÁSPORAS Research Center on Black Women, Audiovisual Culture and Educommunication in Urban Peripheries - Rio de Janeiro State University - School of Education from Baixada Fluminense (UERJ-FEBF). Theories and actions were unified bringing critical reflection about the women leadership meaning and its occurrence in Education field. The women's struggle for access to social justice is an intercontinental demand, but it is also a Brazilian need for poor and black population. Resistance and leadership face the silencing about human rights and the naturalization of stereotypes. Education and Communication can propagate other narratives instead the inequalities perpetuation. In this sense, according to Collins (2016: 102), as far as black women are concerned, the valuation of individual experiences may have a collective force. Current research in the AFRODIÁSPORAS Center refers to Brazilian black women and their educommunicative action breaking down geographical barriers. The presentation also wishes to show the products and tools that resulted from the 6th WLE, Brazil.

Keywords: social justice, Black women, *educommunicative* action.

Do the Spirit and Flame Still Matter? A Follow-up Descriptive Case Study of Women Leading Education Across Continents as a Persistent Learning Organization

Dr. Helen C. Sobehart & Dr Patrick Mulvihill
Point Park University, Pittsburg, USA

This paper replicates and extends a similar study conducted in 2012 and presented at the WLE conference in Ghana. The 2018 descriptive case study uses a purposive sample of WLE members whose email addresses appear on the organization's current listserv. A 45 question survey was sent to 193 email addresses during summer, 2018. It builds on the literature regarding persistence of informal learning networks, which we define as a learning community that does not have a permanent funding source nor formally situated within a funded organization. Literature indicates that informal communities tend not to last beyond five years. Yet WLE has far exceeded that number since its cofounding in 2006 with AASA and UCEA.
We conducted inquiries via electronic survey containing both multiple choice and open-ended questions. Overall questions: what are the demographic characteristics of WLE members, what motivates members to persist in their involvement with the community?

Open-ended responses in 2012 found evocative comments referencing the story of medieval mystic Hildegard of Bingen, her vision describing woman in a flame, yet not consumed by it, instead letting it flow from her. That graphic became the WLE logo. The 2018 survey, consistent with the Nottingham weaving theme, inquired about symbolism used by WLE possibly impacting respondents' motivation to further the community. Findings include respondents' demographics and thematic illumination of words/remarks within narrative responses-the "story" of WLE.

Keywords: funding, informal learning networks, narratives

Wednesday 10 July 2019
Session 1 Biographical and auto-ethnographical approaches in researching women's leadership in education

Women's Progression to Senior Positions of Educational Leadership

Dr Dr. Teena McDonald, Dr. Shannon Calderone & Dr. Glenys Hill
Washington State University, USA

Dr. Mary Lynne Derrington
University of Tennessee, USA

The superintendency continues to serve as a metaphoric glass ceiling for women educational leaders. Over the last decade, gender parity has been numerically realized within the principalship, however women have yet to experience similar representation within the superintendency ranks. The current study examines these roadblocks for women leaders through feminist life course theory. Life course theory suggests that our choices about careers are often founded upon "role histories" - near instantaneous responses to the social cues of our external world. Consequently, it offers opportunity to understand how patterns of socialization may impact real-life decisions over career possibilities (and impossibilities) and the historical conditions in which career decisions are made.

Using survey responses from current and aspiring female superintendents (n=133), we engaged in statistical items analysis. These findings were further contextualized through the women-centered historical lens of life course theory. Our findings indicate women's perspectives on the accessibility of the superintendency have shifted as narratives around women's executive leadership roles have also changed. Importantly, women view accessibility to the superintendency as a largely contingent decision - a strategic, individual-level assessment focusing on the favorability of district work conditions to their success as leaders. This reflects an encouraging perspective shift in which women are focusing less on "feasibility" than on "fit". Moreover, these findings suggest that historical cues regarding female executive leadership are increasingly muted by more salient concerns about individual career success and the value of women leadership to school outcomes.

Keywords: women superintendents, life course theory, school leadership

Crossing the Bridge to Leadership: A Vulnerable Space

Dr. Mary Cunneen
University College Dublin, Ireland

Crossing the bridge to leadership is more problematic for women than for men as the hurdles are more numerous and often present with greater frequency. The gendered nature of teaching as a potential extension of the domestic sphere and leadership as a separate locale differentiated by sex, a place where women are numerically disadvantaged, has implications for those women who aspire to the position of principal. Phases and stages of teachers' career are not gender neutral –men are more likely than women to explicitly plan out their career path in teaching; they tend to do so at a much earlier juncture, seeking promotion ahead of their female counterparts, some as early as their in their twenties, thus hastening and heightening their promotional opportunities. Women in the early stages of their careers are equally proactive and enthusiastic in their desire for professional self-fulfilment however their career paths tend to diverge from those of their male colleagues as they progress through subsequent phases and stages of their professional lives often taking on a more labyrinthine configuration.

The perspectives of ten female teachers who were aspiring to principalship, in Ireland, are explored in this study. This cohort of women interpreted the contextual variables informing their career decisions as playing a role in raising their awareness of the experiences they had encountered in the course of their professional and personal lives, and the significance of such experiences for their career trajectories.

Keywords: leadership, gender, career

Fish Tales

Dr**.** *Annette Kappert*
University of Nottingham & Glion, London, England

''*The world I inhabit as a [Black] academic is a White world… in this White world I am a fresh water fish that swims in sea water. I feel the weight of the water on my body''* (Simmonds, 1997: 227).

In this interactive presentation, I offer *'her story'*; an alternative record of how personal and professional experiences impact on the learning, teaching and progression of a female BME educational leader in Higher Education. Aptly, I present four 'fish tale' stories, inspired by a selection of artefacts collected over several years in a memory box; replicating the tin cans and the little private boxes that slaves used to carry around, with remnants of their ancestors: totems, charms, trinkets and often a swath of their mother's hair (Machiorlatti, 2005).
Although there are common themes that run through the stories, they are not to be seen as a single story nor as proof or evidence, but by their reflexive and linear sequence they embrace the assumption that there is a story to be told and that the narrator is a part of this story (Cavarero, 2000). They may also be seen as cyclical, which suggests that the persistent traditions and practices in Higher education are as much a part of the present as they are the past. *'Jackmandora mi nu choose nun'*

Keywords: personal & professional experiences, autoethnography

A Paut Neteru Journey: An Autoethnographic Study of a Black Female Charter School Leader Using an Africentric Approach

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This dissertation examined the obstacles and experiences of a Black female charter school leader using an Afrocentric approach to educating Black children, and ways in which social and material inequalities may have shaped her journey. A conceptual framework that blends African-centered pedagogy, African womanism, and transformational leadership was used to guide this qualitative autoethnographic study. Use of the autoethnographic method provided an opportunity to examine the relational dynamics of the experiences of this Black female charter school leader in the cultural context of the Black community and neoliberal education. Data analysis was captured from autobiographical storytelling within three key time periods or epochs of her 17-year experience starting, operating, and closing a charter school. Data analysis included coding based on themes that emerged from the data collection process. Findings indicated how attempts to implement an African-centered approach to educating Black children in a DC charter school in the U.S. Eurocentric education model in the neoliberal era was compromised by neoliberal policies, particularly high-stakes testing, a history of separate and unequal education, the lack of support for African-centered education, and the lack of access to facilities. These findings are also designed to support the need to continue to examine how non-European children can be educated, not just schooled, in a manner that places them at the center of their learning, builds agency, and develops them into creative and critical thinkers and future builders.

Keywords: afrocentric, autoethnography, education, leadership, multicultural

Session 2 Narrative inquiries

Rwandan Women in Higher Education Leadership: Socio-cultural Challenges and Opportunities

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Using narrative inquiry, this research investigation examines Rwandan women leaders who are striving to change their country and highlights the socio-cultural challenges and opportunities they face. It seeks to provide insight into the research question, "What is the status of women in higher educational leadership in Rwanda—their progress, successes, and challenges?" While women have made positive strides in public service positions, where they represent over 65% of elected members of Parliament, little is documented about women's impact in leadership in the education sector. The purpose of this investigation was to begin to remedy the lack of empirical data related to Rwandan women in educational leadership by providing insight into their status. This investigation draws on African feminist theories that explicitly challenge Western theories of gender and focus on "post-colonial, indigenous… approaches" that emphasize agency, resilience, and persistence (Chilisa & Ntseane, p. 617-18). It seeks to highlight the voices of the women scholars and their experiences in navigating the policies of their institution as well as the cultural norms of society. Recommendations for increasing the cultural capital of women include promotion of feminist principles for all of civil society; the development of a strategic plan to address the lack of opportunities for women to enter graduate level education leading to the Ph.D.; and broader university and national policies that support women academics. These include an attention to child care, mentoring for promotion; discouraging professional movement out of tenure line; inviting professional development focused on scholarship; and encouraging scholarly collaborations across countries.

Keywords: educational leadership, gender equity, higher education, Rwanda, social justice

An Exploration into Women's Leadership in Saudi Arabian Higher Education in relation to the Vision 2030 Initiative

Riam Almaqrn,
University of Nottingham, UK

The voices of women in Saudi Arabia in positions of leadership are increasingly speaking out particularly since the launch of Saudi vision 2030, where bright individuals shine in the recent new world of social media and in high positions, including academia. Overall, little scholarly attention has been paid to the role of Saudi women in leadership and decision-making positions within universities. This qualitative narrative study has been through a pilot, to test the research instruments prior to the main research being conducted. The pilot has focused on the life and work stories of Saudi women leaders and the opportunities, barriers and support experienced as they achieved leadership positions in higher-education institutions It has not been possible, within the practical and institutional limitations of this study to explore the experiences of Saudi women leaders in other governmental, economic and legal sectors in the Kingdom. The research was however based on the presumption that gender-cultural traditions will generally impact negatively upon women, restricting the opportunity, supported by ability, to access positions of leadership and responsibility in higher education. The main findings of the pilot were emerged into four key themes, namely the need for an academic degree, visibility in the working environment, traditional societal view of gender roles and institutional barriers.

Keywords: Education, Educational leadership, women in higher education.

Shaping Women Leaders of Faith-Based Educational Institutions: Understanding the Process Through Clinton Leadership Emergence Theory

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Clinton leadership emergence theory (2018) posits that leaders undergo stages of development such as sovereign foundations, inner-life growth, ministry maturing, life maturing, convergence, and afterglow. I used this theory to trace the leadership development process of four retired women who had served in senior leadership posts in faith-based higher educational institutions. I employed narrative inquiry (Clandinin & Connelly, 2000), specifically biographical approach (Merriam & Tisdell, 2016), covering their whole life span. I conducted in-depth interviews and analyzed documents. Further, I reconstructed the stories of my participants through restorying (Ollerenshaw & Creswell, as cited in Creswell, 2013) and extracted themes from their narratives. The findings of this study add to the growing body of literature on the development of women leaders especially those who see leadership as their life mission and view it through the lens of their faith orientation.

Keywords: Clinton leadership emergence theory, narrative inquiry, biographical approach, development of women leaders

Blooming After the Storm: Transforming Women's Lives Through Education

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Communism hindered the education of Adventists in Romania. Restricting freedom of conscience, it obstructed their access to higher education due to an inherent conflict between religious beliefs and political stipulations. Many Adventist families were compelled to limit the educational opportunities of their children. This situation continued even after the fall of Communism in 1989 as fear of oppression had dominated their mindset. Several Adventist women, however, decided to pursue higher education after having stopped attending school for many years and eventually became leaders. Using the empowerment education framework (Freire, 1970) and transformative learning theory (Mezirow, 1978), I studied the lives of seven Adventist Romanian women through narrative inquiry. This study aimed to explore the experiences of the participants before and after the fall of communism, and to discover why they wanted to go back to school at an adult age, what challenges they encountered, and how their lives were changed after they obtained their higher education degrees. I collected data through in-depth interviews, which I transcribed and translated into English. The participants' stories went through the process of data metamorphosis and data representation (Muccio, Reybold, & Kidd, 2015). Dominant and recurrent metaphors and motifs are real world vs. desired world, emptiness vs. completeness, internal storm vs. external storm, opposing forces vs. supporting forces, fire vs. serenity, transformation vs. stagnation. The findings of this study may inspire other women to aspire for a higher life purpose through education.

Keywords: transformative learning, empowerment education, narrative inquiry, women's dreams, communist influence, Romania.

Session 3 Using quantitative methods to think about women's leadership in education

Record Keeping in the United States: Counting Women Superintendents

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Professor and Dean, Dr. Margaret Grogan
Chapman University, USA

Although women are 75% of the public school teachers in the United States, they are much less represented in the role of superintendent. In the United States, superintendents lead school districts. The latest data available from the U.S. Department of Education reports that there are 13,588 school districts in the United States, ranging in size from one school to 1,800 schools within a district. In a country that keeps an annual count of the number of reindeers in Alaska, it might seem an easy task to determine how many of the 13,588 school districts are headed by women and to describe the characteristics of the districts where women lead. Surprisingly, it is currently not possible to access data that would provide such information. This paper examines the way in which employment data in schools are collected, with a particular focus on race and gender. Accurate data are a cornerstone of any movement for equality: knowing the proportion of female superintendents and superintendents of color over time provides a way to measure progress toward equality of representation. Without these data benchmarks, it's hard to understand where we stand. Who collects the data, how it is coded, and what is available to the public are issues in the United States. This paper examines the ways in which the race and gender of superintendents are collected, who does the collecting, and the implications for change.

Keywords: demographics, women, leadership

Applying the Leader Resilience Profile® to Assess Differences in Relationship to Gender and Age

Dr. Diane Reed
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Leaders across the world confront a common challenge: extremely turbulent times that challenge even the most experienced in adversity and loss. The paper begins with a brief overview of the meaning of leader resilience and describes the resilience cycle that all leaders experience when adversity strikes. Five phases of the resilience cycle discussed are: normal conditions, deteriorating phase, adapting phase, recovering phase and growing phase. Next, the paper traces the development of the revised Leader Resilience Profile® (LRP) data that compares and contrasts leader resilience by gender and age. The results clearly show that resilience increased reliably with age. Participants in the 60+ age group, compared with the all-other age groups combined, had significantly higher resilience scores. In the 20-29 age group men had significant higher resilience than women. There were no reliable gender differences in resilience in the other age categories. A framework has been developed for how to become more resilient as a person ages. This framework includes positive well-being, assessing and strengthening meaningful intrinsic and extrinsic resources, self-efficacy, future-focus, and important strategic avenues for resilient aging. The paper then raises the question: who ages resiliently, how, and what differences are there between young, old, retired, and elderly individuals when it comes to living and working resiliently? The paper concludes with the following: support and proactivity are the means for achieving positive growth orientation, quality of life, self-identity, purpose, inhibiting stress-related decrepitation, and resilient aging.

Keywords: resilience, aging

Issues and Challenges Confronting Women Leaders in Education in South Eastern Nigerian Tertiary Institutions

Dr. Vera Nikiru Nwadinobi & Dr Roseline Ekwutosi Queen Umezulike
Orizu College of Education, Nigeria

This study investigated the issues and challenges confronting women leaders in education in southeastern Nigerian tertiary institutions. The sample included 300 participants made up of 150 women non-teaching and 150 women teaching staff of two tertiary institutions in the southeast of Nigeria. Two research questions and three hypothesis guided the study. A 15 item questionnaire titled Women Leaders in Education Questionnaire (WLEQ) and oral interview sessions were used for data collection, Ranking (mean), standard deviation and t-test were used for data analysis. The instrument went through validation by experts and reliability coefficient of 0.85 was established using Cronbach Alpha method. The results revealed that issues like obnoxious social cultural norms, gender stereotypes, and patriarchal based environment among others are confronting Nigerian women leaders in education in tertiary institutions. Challenges encountered include, gender based violence, long hours of work in the office, lack of cooperation by male counterparts, difficulty in managing staff conflict among others. The study revealed no significant differences in the issues experienced by women leaders in education on the basis of status as teaching and non-teaching staff. However, there is significant difference in the challenges confronting women leaders in education based on age. Among the recommendations include that National Association of women in colleges of education (WICE) and women in universities should mount workshops on assertiveness training and cognitive restructuring counselling techniques to counsel women leaders in education against compromising their position in leadership for their male counterparts in the name of culture.

Keywords: issues, challenges, women leaders, education, tertiary institutions

Assessment of Women Inclusion in Leadership Positions in the Last Forty Five Years in Federal College of Education, Okene, Kogi State, Nigeria

Dr. Paullina Obioma Sowho
Federal College of Education, Okene, Kogi State, Nigeria

The need to appraise women participation in leadership positions is paramount in view of continued gender disparity globally. It is believed that a longitudinal evaluation in this line is necessary to show how women have been faring in the work setting dominated by males in leadership positions. This paper is a three tier study which adopts the mixed research method, integrating both the qualitative and qualitative research methods with emphasis on a longitudinal /retroactive overview of women participation in leadership positions in the last forty five years in tertiary institutions in okene. Kogi State, Nigeria. Results shows that the ratio of men and women in leadership positions remain significant in favor of men, in all areas. Though it was discovered that over the years, the association of women in colleges of education have been allowed to function and needed assistance and cooperation extended by the college authority. The insignificant number of women in leadership positions shows that much is still to be done and the paper suggests that women need to come out and partake in issues concerning them especially in leadership positions and disseminate the findings of the study as well as canvass for more women inclusion and participation in leadership positions.

Keywords: leadership positions, gender disparity, longitudinal overview, insignificant

Session 4 Focusing on methods

The Methodologies and Methods used to Uncover Accounts of Women's Lived Realities Women Educators Producing Narratives in the Audiovisual

Jaqueline Francisca Belmiro Gomes & Prof. Dra. Alita Villas Boas de Sá Rego (Advisor)
UERJ-FEBF - Rio de Janeiro State University, Brazil

Since the creation of the technology of moving images, at the end of the nineteenth century, men have dominated the audiovisual world. Women were limited to being behind the scenes or star system, unable to take their own voice as executive producers, writers and directors. Today, the female increase in leadership positions in this milieu is real. By attending the 6th WLE-Women Leading Education Conference producing, directing, and editing the images of the event, I also found that women already take the lead in various spaces and professions, though not always on an equal footing with men. This presentation aims to describe the methodological practices used in the training workshops on the production of images and sounds of the Canal Laborav project, television, education and Periphery, held at School of Education from Baixada Fluminense (FEBF) on the outskirts of the city of Rio de Janeiro. Practices, based on learning, without forgetting theory, seek to stimulate autonomy, decision-making, collaborative spirit and the ability to lead work teams, as well as making space for artistic creation. I believe that by appropriating the technological tools of the audiovisual, future teachers trained by the FEBF become capable of producing their own narratives autonomously, acting on an equal footing with their male companions.
Our theoretical framework uses the philosophical concepts Gilles Deleuze, Félix Guatarri and Michel Foucault in their interface with technology, communication and education, as well as the specific bibliography of the audiovisual world.

Keywords: Laborav, technological tools, audiovisual

The Invisible Statistic: an Investigation into Student Teacher Mothers' Perceptions of their Experiences during the PGCE year

Dr. Joan Woodhouse & Dr Laura Guihen.
University of Leicester School of Education, UK

The proposed study explores the perceptions and experiences of student teachers who are mothers. A substantial body of research literature on the mutual impact of motherhood and teaching career indicates that, despite discourses of equality, women continue to assume primary responsibility for childcare, and make career choices within the constraints of their lives and responsibilities. However, little, if any, work focuses on the experiences of student teachers who are mothers. UK equality of opportunity monitoring systems in Higher Education, with their focus on gender, ethnicity and disability discrimination, also fail to consider the specific needs and experiences of women with children.

Our proposed pilot study will seek insights into the particular challenges faced by mothers who undertake the PGCE, as well as into their motivation to teach, their developing identities as teachers and their reflections on their lives and career trajectories, past, present and future. Narrative interviews will be undertaken at three points during the PGCE year. Consideration will be given to the implications of the findings for providers of Initial Teacher Education, with regard to ways in which student teacher mothers can be more effectively supported, both during the PGCE year and during their subsequent careers. This offers potential benefits to the profession in terms of improved recruitment to teaching and retention of new teachers, as well as to succession planning for the most senior posts, where women continue to be under-represented.

Keywords: mothers, career, student teachers, retention, support, equality

Session 5 Women's leadership in the Higher Education context

The Way They Lead: Leadership Styles and Practices of Women Leaders in Higher Education

Professor Arceli Rosario
Adventist International Institute of Advanced Studies, Philippines

For several decades, there has been a discussion in leadership literature on who is the better leader—the men or the women. But Hadary and Henderson (2013) argue that the discussion should rather focus on discovering the strengths of both genders and working together. Hence, it is important that how women lead is understood and highlighted. Utilizing the descriptive case study, this study was anchored on the transformational leadership framework of Kouzes and Posner (1995), with its five leadership styles and practices which are Inspire a Shared Vision, Model the Way, Challenge the Process, Enable Others to Act, and Encourage the Heart. It aimed to describe how women leaders in higher education lead. Seven women presidents of universities in the Philippines participated in the study. Data sources were in-depth interviews, shadowing, and document analysis. The data was analyzed using the thematic analysis framework of Braun and Clarke (2006). The findings of the study revealed that the most dominant leadership styles and practices of women leaders are Enable Others to Act, Inspire a Shared Vision, and Model the Way. As leaders, women build their institutions by building up their people. They have the ability to create and articulate a vision and inspire their people to own it. More so, they model shared institutional values. These findings may encourage women leaders and those who are still aspiring to become one to celebrate their strengths and to continue working on areas that need enhancement.

Keywords: women leaders, higher education, Philippines, case study, transformational Leadership

Home to Workplace: Role-learning, Role Transference, and Women Educational Leaders from two Muslim societies

Dr. Saeeda Shah
University of Leicester, UK

Hofstede's (2001) landmark study highlighted the relationship between culture and leadership. Research highlights that the leaders and expectations from this role are formed in the backdrop of values, ideologies, and patterns of behaviour of the respective communities. This paper argues that role-learning and role transference shape women's l leadership approaches and practices, and therefore women's ways of seeing and practicing leadership in education often vary across and within societies and cultures. Drawing on interview data collected from Muslim women educational leaders in higher education in Pakistan and Malaysia, I seek to draw attention to how women start learning gendered roles from early age and how this learning may shape their institutional leadership role and practice.

The concepts and practices of segregation, izzat, gendered role division, centrality of family within the Islamic social structure, and women's role within that define women's ways of leading in higher education. The research participants perceived and defined themselves as Muslim women and mothers, and often referred to universities/colleges as family, thus re-defining workplace as home space and thus transferring their role/status within the home (domestic) and the associated connotations to the workplace. Even in the case of women vice chancellors, who had all positional power, they generally deferred to the opinions of male vice chancellors in committee meetings, and admittedly tried to be conciliatory rather than strongly putting forward their different views – the perfect female within a family space, who have learnt their 'good Muslim women' role well.

Keywords: women leaders, culture, faith

Impact, Implementation, and Insights: A Case Study of the M.A. in Peace Studies & Conflict Transformation at the University of Rwanda

Ms Sarah Doerrer
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This qualitative investigation documented the M.A. in Peace Studies and Conflict Transformation program, managed by the Centre for Conflict Management (CCM) within the University of Rwanda's College of Arts and Social Sciences (CASS), one of the first of its kind in the region. The goal of this study was to use interviews and field notes collected during a six-week fieldwork period to highlight lessons from the experiences and perspectives of UR-CASS's academic colleagues, who have typically been on the outskirts of the conversation about how formalized peace education can contribute to leadership development and national stability. Participants included faculty affiliated with the program, along with directors, principals, and alumnae, as well as leaders affiliated with the Rwandan Ministry of Education (MINEDUC) and various civil society organizations. The study led to twelve key findings, aligned with the three research questions (each of which is aligned with a corresponding discourse theme and three clusters of interview questions), as well two overarching researcher recommendations for policy and practice grounded in participant perspectives.

Thursday 11 July 2019

Session 1 Focusing on the context of women's leadership in education

Women and Power: Thinking Through Acceptance of Women's Narratives

Professor Jacky Lumby
University of Southampton, UK

Dr. Marianne Coleman
UCL Institute of Education, UK

This presentation will take the form of a dialogue between two friends and colleagues reflecting on their experience of reading, researching and talking together about gender issues in education over many years and raising questions for future research and researchers in the field of gender.

Although there are areas of complete agreement between us, in particular that women are subject to sexism universally, and that the world is a difficult place for women to function, there are differences in the angle of understanding as to how this comes about and what might be done about it. One focus is on what is done to women, what is portrayed as the reality of oppression. The other on what women are doing to themselves and what researchers are doing to them.

Both agree that the narrative, a dominant mode of researching gender issues is potentially problematic and raises fundamental issues for researchers in the field of gender, as does speaking for women who are othered through different faiths, ethnicities and sexuality.

The aim of the session is to look afresh at how we research and receive research on gender in leadership.

Keywords: narratives, research methods, critical listening, sexism, discrimination

Marginalising Women in Higher Education Leadership through Metaphors and Images

Dr. Paula Burkinshaw
Leeds University Business School, UK

Dr. Kate White
Federation University, Australia

This paper explores the metaphors and images used to describe women's leadership in higher education as a means of marginalising them.

The emphasis in the gender and HE literature has been on identifying the barriers that impede women's progress in academic organisations, including continuing hegemonic masculine leadership models, and their promotion to leadership positions. The deficit model positions women as lacking for top jobs, and institutions therefore needing to 'fix the women' often through leadership development programmes, sponsorship and mentoring.

The paper examines the metaphors and images used to describe women's leadership across two generations. Older women often described their leadership as conforming to masculine leadership models, as fitting in, as not challenging or unsettling their male colleagues. However, a younger generation of leaders or prospective leaders had a very different set of metaphors for their leadership. They saw themselves as unsupported by what they described as the current mediocre, institutional leaders, weighed down by organisational restructure, and merely in survival mode. Hence, they refused to accept the masculinist leadership model because they saw it as ineffectual, outdated and not meeting their needs.

The paper suggests that the prevailing culture in higher education leadership and the metaphors used to describe successful models narrows the options for women leaders. While older women were prepared to accept current leadership models, younger women had contempt for the way these models marginalised them while at the same time encouraging them to lift their game.

Keywords: higher education; gendered leadership cultures; masculine models

The Intersection of Multiple Identities of Race, Ethnicity, Gender and Social Class in Academic Leadership: Is there a Story to be Told in Higher Education?

Charmagne Barnes
EdD University of Nottingham/ Associate Pro Vice Chancellor and Dean
University of West London, UK

There is a continuing under-representation of Black minority ethnic (BME) female leaders in higher education (HE), due to socio-cultural, institutional influences and power structures within this field. The picture portrayed demonstrates not only continuing inequalities between men and women, but a depressing picture for those of BME origin, with women faring less well than their white female peers.

This study uses an intersectional lens to look at how multiple identities of race, ethnicity, gender and social class, shape and influence the career experiences of BME women in higher education. Using a narrative inquiry approach and a feminist research methodology – the life history method, the study explores the career histories of 8 BME women in academic leadership. Initial data collection elicits the personal and professional influences on their career; identifies barriers and enablers encountered and how they negotiate these to form and maintain professional relationships in the workplace. It also explores how they would encourage other BME women who want to aspire to academic leadership in HE.

I anticipate this study will contribute to the continuing dialogue and action on social equity and justice at local and national level and encourage/ support BME women into academic leadership in HE.

Keywords: academic leadership, intersectionality, race, ethnicity, gender, social class, feminist methodology, life histories

Session 2 Stories about women's leadership in education

Ways of Seeing Women's Leadership in Education in Africa and Asia

Professor Shirley Randell
University of Newcastle, Australia

In this paper Rwandan and Bangladeshi women leaders in African and Asian education will tell their stories. These leaders in schools, universities, government departments of education, private sector education institutions and education initiatives in international and national non-government agencies will give their own accounts of their lived realities. This will include their early lives, their families and their own education and research, followed by the key factors behind their leadership styles in their careers: their mentors and role models, challenges and successes, and their future career goals. Qualitative methodology will be used to compare and contrast the metaphors and images they use to describe their leadership experiences. Theories and thinking tools will be identified to make sense of their inspirational leadership in education.

Keywords: leadership, education, Rwanda, Bangladesh, Asia, Africa

What Female Superintendents' Narratives Tell Us About Managing Challenges

Dr. Elena Ashburn
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Dr. Catherine Marshall
University of North Carolina, Chapel Hill, N.C., USA

While much has been written about the expectations that hinder women's advancement into the superintendency, we need women's stories to fully understand the inequity. Narrative analysis with 14 current female North Carolina superintendents revealed how these superintendents made meaning of their experiences in the gendered role of superintendent. The 14 stories and narrative strategies including:

They Don't Know What to Do With You, I Don't Play Games, and I Don't Talk in Code, The Eye on the Prize, I Leverage My Humanity a Whole Lot, You're Tougher Than Any Man I Don't Want to be Inauthentic, I Hurt More Than I'm Angry About It, If I Have to Take Them a Plate of Cookies, Whatever It Takes, I Think You Need to Call Your Attorney, and I Need to Call Mine, You've Got Bigger Balls Than Any of Them, You Have Got to Force Yourself at the Table, You Didn't Play Golf With Someone To Get Into the Seat, You Don't Have to Hire Me. I Don't Need a Job, I Attend Every One of Their Meetings, Play The Girl Card, Tired of All the Good-Ole-Boy Crap, I am a Woman in a Man's World!

Women's stories illustrate the meanings women make of the barriers in securing school superintendencies. Even when women defy statistics and enter the superintendency, they are forced to maleate their identities to become men. Instead of forcing women to become men, this research posits a restructuring of the superintendency role through a feminist framework to ensure a more socially just educational landscape for women.

Keywords: superintendency, narrative analysis

Challenges confronting women in leadership positions in nursing training colleges in Ghana

Ms Minnie Atwumaah Okai
College of Community Health Nursing, Winneba, Ghana

Dr. Marie Afua Baah Bakah
University of Cape Coast, Ghana

The study sought to ascertain challenges inherent in female leadership positions in Nursing Training Colleges in Ghana and measures to address them. Challenges confronting women leaders are a long-standing issue of concern in both developing and developed countries despite several affirmative action globally to improve women capacity at leadership levels. The study adopted a descriptive survey design using both qualitative and quantitative approaches. The design used survey questionnaire and semi-structured interview guide to gather data from 41 female leaders sampled across the country. Data was analysed using thematic synthesis approach. Findings from the study revealed that female leaders had higher educational qualifications and good working relationship with counterparts and subordinates. However due to lack of institutional and policy framework to support career progression, most of the leaders attain leadership positions unprepared.

The study concluded that gender stereotyping, culture, lack of support from spouses and limited skills in digital technology all reinforce each other to distort female leaders' capacity to manage nursing training colleges effectively. The study provided practical approaches to organisational change – as female leaders are found to engage with experienced administrators for guidance, team approach to work, and employ a variety of management techniques as ways of coping with the challenges. The results have placed the challenges within gender stereotyping and other factors grounded in experiences that reflects cultural beliefs and institutional support. It brings to fore a complex relationship between policy and practice.

Keywords: women in leadership positions, nursing and midwifery education, challenges

Women Leaders in Education: Narratives of Public School Directors of Baixada Fluminense—Duque de Caxias and Mage

Lohane Cristina de Castro Dantas & Maria Clara Moreira dos Santos
Universidade do Estado do Rio de Janeiro / Faculdade de Educação da Baixada Fluminense, Brasil

The interest in writing a paper on the narratives of directors of public schools in Baixada Fluminense, comes from a huge desire to know how these women face the challenge of directing public schools, due to some indices present in Brazil and in Baixada Fluminense and in front of a political conjuncture where women's hatred is disseminated, especially black women. In the year 2016, the United Nations (UN) says that the rate of feminicide in Brazil is the fifth largest in the world and according to the Institute of Economic and Applied research, the municipalities of the region of the Baixada Fluminense have surpassed eleven other Brazilian states, between the years 2009 to 2011, thus possessing a frightening concentration of crimes committed by hatred of women. In addition, it is known worldwide that women, despite being more educated in Brazil, are not the least assuming leadership positions, but we believe that this is an exception when we're talking about school. Therefore, our interest is to speak to a few of the women who assume the mission of directing public schools, in peripheral localities, from their narratives. We will use the investigative methodology, analyzing oral reports of these women. To support this work we will have the contribution of the production of the author Marilena Tistum, who works the violence in and against the school, Pierre Bourdieu when talking about the structures of power, the authors Linda L. Dahlberg and Etienne G. Krug who define and typify the Violence and Michael Foucault with the theory of Biopower and the control of the state over the bodies.

Keywords: female directors, education Baixada Fluminense, femicide.

Session 3 Women's networks in education

The power of social media to network women educators globally and amplify the stories of women driving education leadership

Vivienne Porritt, Chartered College of Teaching, UK & Keziah Featherstone, Head of School, Q3 Academy, Tipton, West Midlands

Over two thirds of the education workforce are women (OECD, 2013) and yet women in education leadership account for less than half of school leadership. We have a significant global gender disparity from women in teaching to women in education leadership at a time when the population of the world is expected to double within a century (UN, 2007). Women's leadership in education is at a crossroads (Free, 2019).
The conditions which underpin this stark, global gender imbalance in education leadership include discrimination, unconscious bias, a gender pay gap (Porritt, 2019*) and a lack of flexible working practices to support more women to become leaders at the highest levels. Set against this is a determination to ensure the authentic voice of women leaders is heard through their stories. The grassroots movement, #WomenEd, uses social media and face to face mediums to share the stories of women leaders to disrupt the way in which the the education system sees them. Disruptive methods are needed to challenge the status quo to achieve systemic change.
From a Twitter rant in 2015, #WomenEd has drawn on Social Network Theory (Liu et al 2017), to grow to a community of 22,700 on social media, with over 5000 participants at #WomenEd events orchestrated by 70+ volunteer leaders across 11 UK regional teams, European teams in Czech Republic, Italy, the Netherlands, teams in Canada and the United States and prospective teams in Luxembourg, Spain, Dubai, Australia.
#WomenEd is challenging 'inequity relentlessly' (Peacock, 2019*) and in so doing: changing the way in which women leaders understand themselves offering clarity on the gender gaps, the theories behind them and solutions calling for women to be brave and move into all levels of leadership celebrating the different ways in which women lead education and valuing such impact pulling the systemic levers to influence policy and organisation practices.

Free, L. (2019) International perspectives. In Porritt, V. & Featherstone, K. (eds.) *10% braver: Inspiring Women to Lead Education.* London: Sage.

Joining up Networks for Women Leaders in Education

Vivienne Porritt, Chartered College of Teaching, UK
Dr. Joanne Cliffe, University of Birmingham, UK
Dr. Kay Fuller, University of Nottingham, UK

Joining up networks for women leaders in education. A round table discussion sharing our findings from a research and development project funded by BELMAS. The project aims to understand, develop and improve the links within and between regional networks for women leaders in three geographical locations: the East Midlands, the West Midlands and London. We will discuss:

• the nature of these networks
• their aims, links with one another and with other people and organisations
• the strengths and limitations in the networks to improve their reach and to benefit women leading and aspiring to lead in education
• promotion of diversity in leadership, an issue since the absence of women and gender in educational leadership was first identified from the 1980s onwards.

Drawing on network theory, we will explore
• the nodes that structure each network as entities and/or relationships and whether these support and describe women's leadership
• the physical and virtual links within and between nodes as interactions and/or transactions, including the methods used to uncover accounts of women's lived experiences
• the functions that network activities serve

In particular, we look forward to discussing the implications of the origins of these networks, their similarities and differences and how they have developed including their relationship with #WomenEd, a social media based network for women in educational leadership, founded in 2015, and Department for Education funded Women Leading in Education (WLiE) regional networks which began in 2016.

Keywords: networks, women's leadership, education, network theory, diversity, leadership, gender, social media.

Ways of seeing women's leadership in education

Dr. Jill Berry
University of Nottingham, UK

Dr. Kay Fuller
University of Nottingham, UK

Feminist epistemology ensures women's experiences and ways of seeing are central to the research purpose and process. In particular, feminist standpoint theory recognises epistemic privilege. Situated knowledge, what is known and the ways it can be known, is shaped by the positionality of knowledge producers. A reflexive approach prompts feminist researchers to reflect deeply on the situation and perspective of their position in relation to the focus of research. A recent investigation into the first two years of the #WomenEd movement for serving and aspiring women leaders in education has led the co-researchers, as insider researchers, to explore their personal and professional stories. This enabled them better to understand their positionality as it relates to designing and conducting the research, as well as the analysis and interpretation of the data and their theorisation in the field of women, gender and educational leadership. Each of us developed a distinct approach or heuristic device for reflection: Jill has used personal diaries revisited at ten year intervals to reflect on her own experience; Kay has used a '7 Up' life grid to think about her life in education at seven year intervals. Here we report on how our reflections and insider researcher status influenced the conduct of interviews, as conversations with purpose, with women (and men) involved with #WomenEd.

Keywords: feminist research, networks, gender, educational leadership

Creating a Robust Pipeline of Women Leaders Using Strengths Development and a Thriving Wellbeing

Ms. Kelly Peaks Horner
Horner Education Consulting Group, USA

Dr. Kerry Robinson
University of North Carolina Wilmington, USA

Wellbeing and understanding personal unique strengths are critical elements for women, not only for those entering educational leadership positions, but also remaining in the role and advancing. However, it is something that is often overlooked in traditional leadership preparation coursework and many district induction programs. There may be some programs dedicated to aspiring female leaders, but these are even less prevalent. What is being done to identify, support, coach, mentor and provide networks for women (Budge, 2005, Comeaux, 2009, Grogan, 2003, Robinson, 2013, Shakeshaft, 1989)? How are the wellbeing needs of these women leaders being addressed throughout her experience, not only as she is aspiring for the position, but once she is in the position? What supports are provided to retain her in her position, or perhaps look to aspire to an even higher level? Gallup defines wellbeing as a life that matters (Rath & Harter, 2010). Social wellbeing impacts the engagement of women in any role. When you combine a thriving wellbeing and strengths-based understanding and development, employees, and women in particular, are three times more likely to report having an excellent quality of life, six times to be more engaged in her job, and have 12.5% greater productivity with work groups (Gallup, Strengths Meta Analysis, 2015). A formula for the development and retention of women leaders in education is to combine a thriving wellbeing with knowing, understanding and aiming the unique way they think, feel, and behave at measurable outcomes.

Keywords: wellbeing, women leaders, educational leadership, leadership preparation

Session 4 Women's activism in education

Memories of Women Leaders in Politics and Education

Profª Dra. Maria das Graças Campos
Universidade de Cuiabá (UNIC), Brasil

Profª Dra. Marlene Gonçalves
Universidade Federal de Mato Grosso (UFMT), Brasil

Profª Dra. Lia Ciomar Macedo de Faria
Universidade do Estado do Rio de Janeiro, Brasil

It is a work that presents the trajectories of women in the project Gender, Life and Action: Memories of Teachers who have held elective positions in the municipal, state and federal spheres in Mato Grosso. The main objective of the investigation is to promote studies, analysis and records of the memory of teachers who participated in the policy occupying elective positions. The researches are built on the proposal of exchange between the Universities: UFMT, UNIC and UERJ, in their respective programs of Post Graduation in Education and Teaching. It is also intended to raise and deepen analysis between the teachers who were elected, and those who ran for elective positions and were not elected. Another relevant question will be to verify the possible articulations of the teaching knowledge in the political action. The research will interview 10 teachers who ran for the elections. Initially, the municipalities of Dom Aquino, Cuiabá and Várzea Grande were chosen, adopting oral and documentary sources as references. In order to delineate the methodological assumptions that make up the researched universe, the concepts of Prosopography and Social Memory are used, which signaled the comparative scientificity trajectory of the two groups surveyed, the teachers who were elected, and those who did not, to understand what would be the similar points and the divergent points between the participants. Possibly, this joint work, could contribute to give visibility to the struggle of the teachers in the political career, within a preponderantly masculine historical context.

Keywords: leadership in context, politics, education

Not the Invisible Women Anymore
Lessons of transformational leadership journeys of women from Pakistan

Abaida Mahmood
Qurban & Surraya Educational Trust, Pakistan

"The caged bird sings with a fearful trill, of things unknown but longed for still, and her tune is heard on the distant hill, for the caged bird sings of freedom."

When women, especially downtrodden women are shown a path that can lead them to escape their cycle of oppression, they transform into confident members of society who are ready to change the world. While such transformation is beneficial to the individuals and their societies it also comes with a considerable risk to these women who could pay a high price for questioning patriarchal norms of the society. Their yearning for learning helps them to grow out of the fears which held them back.

This paper shares stories of three disadvantaged women from Pakistan who were shown the path of education, who learnt to think for themselves and are now taking a lead in educating others. Describing themselves as being forces of change from being invisible, their journeys of leadership not only inspire and educate us through their thoughts and feelings but leave us with some lessons of resilience and transformation.

Keywords: *leadership, women, transformation, yearning for learning, disadvantaged*

Scaling the mountain to principalship: The barriers and the enablers in a female first time principal's journey

Samantha Mortimer
Te Aroha College, University of Waikato, New Zeland

Dr. Frances Edwards
University of Waikato, New Zealand

This purpose of this presentation is to describe the journey to school principalship of a New Zealand woman committed to making a difference for the students she worked with. Through interpretive research using a semi-structured interview in 2015 her story was documented and explored. Janet described her journey, identifying the enablers and barriers along the way and the identity work that enabled her to gain her first position as a school principal. Janet acknowledged the impact of gender, being a wife, and being a mother to a school aged child, and the gender-specific expectations others have of principals, as barriers in her journey. She also identified enablers, the people and the processes that helped her to succeed in her career including: her strong belief in social justice, her support systems including the mentors who guided her throughout her career path to the present day, and professional development opportunities she was able to enjoy. She talked about a gestalt shift her identity and its collision with circumstances which gave her the confidence to apply for her current job as a school principal. Janet showed she was capable of making workable, manageable and balanced judgments in relation to her work and life including finding people and activities that could support her. A visual metaphor that encapsulates Janet's journey is proposed which provides a richer view of a woman's road to principalship and demonstrates the complexity of her educational leadership journey.

Keywords: principalship, women, social justice

Curriculum Leadership Practices in Pre-Tertiary Schools: Reflections of Female Heads in the Central Region of Ghana

Mrs Joyce Eku Wilson-Tagoe
Unity Ecovillage, Ghana

Dr. Marie Afua Baah Bakah
University of Cape Coast, Cape Coast. Ghana

In Ghana, pre-tertiary heads who are charged with running schools are mostly female. However, relatively little is known about their approaches to curriculum leadership and management at the their level of education. Dwelling on Hallinger and Murphy's (1985) conceptual model on curriculum leadership, this study sought to identify curriculum leadership behaviors that allow eight female school heads to create positive school cultures and learning environments, what leadership concepts were drawn upon by these women leaders and to obtain a deeper understanding of what it takes for them to succeed as leaders. The study employs qualitative methods to capture the contributions made in particular by the heads, to curriculum leadership and management. The in-depth interviews revealed that while defining the school mission and managing the instructional program were achieved through direct activities, promoting a positive school-learning climate was through direct and indirect activities and initiatives. The possibility of successes and challenges of supporting and sustaining teachers in their engagement in curriculum leadership are discussed. Data from heads shared high expectations for students' academic achievement, however one subtle difference between them is related to the pursuit of academic excellence.

Keywords: female school heads, Ghana, positive school cultures

NESLI Women's Advanced Leadership Programs

Dr. MaryAnn P. Jobe
NESLI Director, Leadership Initiatives, USA

The U.S. is facing a shortage of qualified school leaders to lead schools and districts and many preparation programs are not preparing highly effective candidates to take on the new challenges and requirements of leadership, particularly in turn-around schools. When it comes to developing school leaders, current state-level practices are random at best. States are just beginning to address the weaknesses in their leadership pipelines—and even then, they are not developing the strategic approaches necessary to improve the talent pool. The National Education in School Leadership Institute (NESLI) is a global professional learning organization committed to training school district leaders. In the U.S., NESLI is focused on preparing women leaders in the K-12 education space and by 2025 will train over a million women across the globe. The social mission of NESLI is to be able to provide to the lowest 5% GNP countries professional learning for women in the education communities at no cost. The NESLI Women's Advanced Leadership Programs for aspiring leaders and current school leaders are research based and developed to empower women to develop their leadership skills in 5 areas: mindfulness and authentic leadership, conflict and feedback, influencing and negotiation, leading innovation and change and creating a leadership pathway.

Session 5 Open meeting
Visual Communication

Dr Penelope Mendonça
Independent Graphic Facilitator & Cartoonist

In recent years, visual communication has become increasingly important, as part of this trend feminist graphic narratives have been proved to be a powerful tool for bringing stories which explore and challenge cultural norms to a wide readership (Chute, 2013). Yet how much critical thinking do we apply to such imagery/ word-image combination? And what ethical issues are raised as we construct, present, display and post representations of women leaders? What challenges arise when representing gender, race, disability and intersectionality? And what does it mean for motherhood to be largely invisible from representations of leadership?

Drawing on more than twenty years' experience of graphic facilitation and cartooning within education, health, social policy and campaigning, this paper will ask questions about the way women leaders may be celebrated, undermined and stereotyped through visual/textual portrayals. And consider whether the mode of Values-Based Cartooning can be a useful method for accessing, examining and representing more nuanced and diverse stories of leadership within women's lives, organisations and communities.

Where to next?

Professor Arceli Rosario
Adventist International Institute of Advanced Studies, Philippines

Biographies

Sharon Adams-Taylor

Sharon Adams-Taylor is Associate Executive Director of AASA, The School Superintendents Association. A strong social justice advocate, she is the organization-wide facilitator of the association's equity goal. Adams-Taylor lead the AASA women's conference for seven years and co-founded Women Leading Education Across Continents, AASA's international investment in women's ledership. At AASA, she is charged with the development and implementation of all programming related to poverty, children, health, youth development, and adverse childhood experiences. In the last year alone, her department has received three national honors -- one for its superintendent leadership of community schools' effort, and two for its initiative to enroll eligible children in Medicaid and CHIP, that was launched by the U.S. Secretary of Education and the U.S. Secretary of Health and Human Services (both under President Barack Hussein Obama). Prior to coming to AASA, Adams-Taylor held senior program or research positions at the Children's Defense Fund, the University of North Carolina, Chapel Hill, and the University of Maryland, College Park. The 10th child in a family of 10, Adams-Taylor is a public-school graduate and holds degrees from Howard University, The Catholic University of America and the University of North Carolina, Chapel Hill. She is married and the mother of two daughters, Aja and Ife, who make all things possible.

Mary Oyere Aibangbe

I was 51 years on 4th of March, 2019 and from Nigeria. I have Masters Degrees in Library Science and Curriculum Studies and am currently undergoing my Ph.D in Curriculum Studies (Social Studies). I have written and published about sixty one (61) articles in different journals and textbooks and have edited and published about ten (10) books. I belong to many associations and professional bodies. I am a Chief Lecturer at Federal College of Education, Kano, Nigeria, where I have held academic and administrative positions as I grow in my academic and professional ladder in my institution and in different associations. I have five beautiful daughters and two grandchildren.

Riam Almaqrn

Riam Almaqrn is a lecturer at Almajmah University. She has an MA in educational leadership from Hull university, and she is currently a PhD candidate at university of Nottingham in the UK in the field of educational leadership. Her research interests include educational leadership, women in higher education, learning via technology.

Dr. Elena Ashburn

Dr. Elena Ashburn is principal of Needham B. Broughton High School, a 2017 Magnet School of Excellence, in Raleigh, North Carolina. She completed her doctoral work the University of North Carolina at Chapel Hill and was awarded the Michael Priddy Family Leadership Award from the UNC School of Education in 2018.

Dr. Marie Afua Baah Bakah

Dr. Marie Afua Baah Bakah had her PhD degree from University of Twente, the Netherlands. She is a Senior Lecturer at the Institute for Educational Planning and Administration, University of Cape Coast, Ghana. She has considerable experience in educational administration as she worked for four years as an Assistant Registrar in the same University. Dr. Bakah's area of specialty is Curriculum Design and Educational Administration. Her research interests lay in curriculum leadership in education with emphasis on female headship, mentoring females for school headship, professional development of teachers through collaborative curriculum design and educational management. She has various published articles and conference papers to her credit.

Teresa Cristina Santos Balbino

Teresa Cristina is a young black woman from the public school, a graduate student from UERJ-FEBF and a resident of São João de Meriti, a city in the Baixada Fluminense region, Rio de Janeiro. Recent approved in a public contest. In 2016 she began her research work at the AFRODIÁSPORAS-UERJ-FEBF Research Center studying the Young Filmmakers of Baixada Fluminense. She also volunteered to provide administrative and academic services for the 6th WLE Conference - Brazil (2017). In December, her research was honored at the Rio de Janeiro State University in the Human Sciences category (SEMIC 2017).

Charmagne Barnes

Charmagne Barnes is a student on the EdD programme at the University of Nottingham and is Associate Pro Vice Chancellor and Dean for the College of Nursing, Midwifery and Healthcare at the University of West London.
Ms Barnes has enjoyed a successful career in the NHS as a nurse, in both, adult and paediatric nursing, and has considerable experience in the higher education sector. Her interests in relation to this conference are the history and future of BME women in higher education, with an interest in supporting and encouraging BME women into leadership roles in higher education.

Dr Jill Berry

Dr Jill Berry taught for thirty years across six different schools, state and independent, and was a head for the last ten of these. Since leaving headship in 2010, she has completed a Professional Doctorate in Education, researching the transition to headship; written a book based on her research and experience: 'Making the leap - Moving from deputy to head' (Crown House, 2016); and carried out a range of leadership consultancy work. She is an advocate for the opportunities presented by social media for networking and professional development in education, tweeting @jill berry102 and blogging jillberry102.blog

Dr. Paula Burkinshaw

Paula's earlier career in leadership development prompted her research into women leading higher education, with her PhD exploring why there were so few women vice chancellors whilst developing a theoretical framework around leadership communities of practice of masculinities (2015). Paula continues researching the 'missing women' in leadership not only in higher education but also across health and academic medicine, and the retail sector. For some time now Paula and Dr. Kate White have collaborated on researching higher education gendered leadership cultures, currently coediting a special issue of the Journal of Social Sciences on women and leadership in higher education.

Professor Laura Burton

Laura J. Burton, PhD. is a Professor in the Sport Management program in the Department of Educational Leadership within the Neag School of Education at the University of Connecticut. Her research interests include understanding leadership in organizations (particularly sport organizations) and exploring development, access and success in leadership. In particular, Laura focuses on issues of gender in leadership contexts and specifically how stereotypes and discrimination impact women in sport leadership.

Dr. Shannon Calderone

Shannon Calderone is an Assistant Professor in the Department of Educational Leadership, Sport Studies, and Counseling/Educational Psychology (ELSSCEP) at the Tri-Cities campus of Washington State University. Her most recent work focuses on risk and school leadership practice, examining the impact of leadership risk assessments on social justice-oriented school-based priorities. Her work has appeared in American Behavioral Scientist, Educational Theory, and Teaching in Higher Education among other outlets.

Dr. Joanne Cliffe

Joanne Cliffe is a Senior Lecturer at the School of Education, University of Birmingham.
Her research interests lie in educational leadership, gender in education, teacher identities, emotions and emotional intelligence. After a career teaching and leading in secondary schools, she is currently Director for the MA Teaching Studies programme, Programme Lead of the Physical Education Post Graduate Diploma in Education (QTS) course and the Equality and Diversity Lead for the School.

Dr. Marianne Coleman

Dr Marianne Coleman is an Emeritus Reader in Educational Leadership at the Institute of Education, University of London. Prior to her retirement, she served as Assistant Dean of Research. Her research interests lie in educational leadership, with a particular interest in leadership and diversity and she has an outstanding record of research and publications relating to gender and leadership. Her most recent book, with Jacky Lumby is *Leading for Equality: Making Schools Fairer*. She is currently a trustee of NurtureUK, an educational charity for children with social, emotional and behavioural needs.

Sheralyn Cook

Sheralyn Cook has previously been a teaching-principal and has experience leading and managing schools in statutory intervention. She has taught across all primary school years and has experience working with students with a range of learning, social, emotional and behavioural needs.
Sheralyn was awarded the NZEALS TTS President's Research Award in 2015, and was a recipient of a University of Waikato Doctoral Scholarship. She is a lecturer at the University of Waikato, Te Kura Toi Tangata Division of Education completing her Doctorate of Education research on principals' experiences of leading high needs schools in New Zealand.

Dr. Mary Cunneen

Having been a mathematics and English teacher for over twenty years, I returned to my alma mater, University College Dublin, as a Teacher Educator. Following completion of a Masters in Arts in Education degree , I undertook a PhD which explored female teachers career paths with a focus on the barriers and enablers that hinder or promote application for post-primary principalship. In addition to teaching on the PME and MEd I also teach on the BSc and MSc degrees in science and mathematics education. My current area of research examines leadership for STEM education with a gender lens.

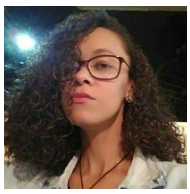
Dr Sharon Curtis

Dr Sharon Curtis' work is deeply-rooted in educational development particularly the early years for over 20 years and have been a member of several boards including National Early Years Equality, Sheffield Children's Information Services and Consortium for Children and Families. More recently, I am an executive board member on TACTYC. I have travelled to China to look at educational leadership and alternative medicines and was also a panel representative on the Nut-brown review in 2014 and now 2017/2018 on the T panel for the Dfe supporting the development of level 3 qualifications within the field. I have experiences that incorporate health, education and couple counselling at Relate Sheffield. My doctoral research (awarded 2015, Leeds Beckett University) examined Black Women Leaders' experiences within the early years sector and intersectional complexities.

Profª Dra. Maria das Graças Campos

PhD in Public Policies and Human Education from UERJ / RJ, Master in Education and Social Movements / UFMT, graduated in Pedagogy from the Federal University of Mato Grosso, participates in the Post-Graduate Program in Teaching UNIC / IFMT. Professor at the Faculty of Education, University of Cuiabá. He is a member of the research group - LER - Laboratório Educação e República (UERJ-RJ). Composed of the Scientific Committee of CIAIQ2019, 8th Ibero-American Congress on Qualitative Research. Participates in the research project: Gender, life and action: memoirs of teachers who have held elected positions in the municipal, state and federal spheres in Mato Grosso/UERJ/UNIC/UFMT.

Lohane Cristina de Castro Dantas



My name is Lohane Castro, I am a graduate student of pedagogy, from the Universidade do Estado do Rio de Janeiro, the campus where study is located in Baixada Fluminense, the same region where study and work.

Profª Dra. Lia Ciomar Macedo de Faria

Post-doctoral in Education from the University of Lisbon and Political Science from IUPERJ, doctorate in Education (UFRJ), master in Philosophy of Education IESAE / FGV, graduated in History and journalism. She is an associate professor of undergraduate and graduate studies at UERJ / PROPED. Scientist of Our State (FAPERJ). Coordinates the Education and Republic Laboratory (LER). She works in the area of education, with emphasis on history of education, management of educational systems and memory of Rio de Janeiro. She is the author and / or organizer of the books Chaguismo and Brizolismo: political territorialities of the Fluminense school; Ideology and Utopia in the 60's: a feminine look; CIEP: The possible utopia, among others.

Laudiléa Aparecida de Lourdes Laudino

UERJ / FEBF—Caxias, Rio De Janeiro, Brazil.

Prof. Dra. Alita Villas Boas de Sá Rego (Advisor)

Graduated in Journalism (1985). She completed her master's degree (completed in 2002), PhD in Communication and Culture (completed in 2006). She has taught at the Faculty of Communication of the Cândido Mendes University, Adjunct Professor at the UERJ School of Education, where she teaches in master's and graduate programs, directs master's dissertations, coordinates the Audiovisual Laboratory (LABORAV). She has worked in several TV stations in Rio de Janeiro where she has worked as producer, reporter, screenwriter, editor, director and executive editor of journalistic and didactic programs. She advised for the company Cultura Mestiça Ltda.

Dr. Mary Lynne Derrington

Mary Lynne Derrington is an Associate Professor in Educational Leadership and Policy Studies at the University of Tennessee, U.S.A. Her research interests include teacher evaluation, qualitative longitudinal methods, policy implementation, and global school reform issues. She has published numerous refereed book chapters and articles, authored or co-authored four books, presented papers internationally, and been an invited speaker on leadership and teacher evaluation. With previous experience as a school superintendent, Dr. Derrington coordinates the Doctor of Education program and teaches courses in eadership and policy. She is a recipient of the Distinguished Paper award AERA Supervision and Instructional Leadership.

Sarah Doerrer

Loyola Marymount University, School of Education, USA.

Prof. Maria Elisabeth Rosa dos Santos

Maria Elisabeth Rosa dos Santos is Education Supervisor of the Education Department of Mauá since 1995 - Specialist in Educational Management for ethnic-racial relations, Gender Equity and Public Policies. Specialized in African and Afro-Brazilian Art from the University of São Paulo. Member of the International Group WLE since 2013. Responsible for the department of Racial Equality of Mauá for 5 years. Developed activities to promote the rights of women and the afrodescendant and indigenous population, working with teachers to include in the curriculum the provisions of Federal Law 11.645 / 08 in the first edition of the Plan Municipal Education.

Maria Clara Moreira dos Santos

I am a graduate student of Pedagogy at the State University of Rio de Janeiro and my research area is about women from the Baixada Fluminense and their performances through a historical, racial, social and / or political cut.

Dr. Frances Edwards

Dr Frances Edwards is currently a senior lecturer at the University of Waikato. She has a background in secondary teaching and leadership as well as educational consultancy in NZ and the Pacific region. Her current research interests include assessment, data literacy, teacher development, and Pacific education.

Prof. Dr. Claudia Fahrenwald

Dr. Claudia Fahrenwald is a Professor of Organizational Education and School Development at the University of Education Upper Austria in Linz, Austria. Originally from Germany, she studied philosophy and comparative literature at Munich, Berlin and Augsburg. She received her PhD in Philosophy and Comparative Literature and her second PhD in Education. She worked as an Assistant Professor at the Department of Adult Education and in the Research Group for Gender Studies at the University of Augsburg, as well as a Visiting Professor for Education and School Development at the University of Hamburg. She is head of the Executive Board of the Division for Organizational Education in the German Educational Research Association (GERA). Her current areas of interest are civic engagement education, organizational education, leadership and gender.

Keziah Featherstone

Head of School, Q3 Academy Tipton, West Midlands.

Dr. Kay Fuller

Dr Kay Fuller is an Associate Professor of Educational Leadership and Management in the Centre for Research in Educational Leadership and Management (CRELM) at the University of Nottingham. Her research interests are centred on gender in educational leadership. She is regional leader for #WomenEd East Midlands. Kay was an elected member of BELMAS Council and its research co-ordinator for five years. She is co-convenor of the Gender and Leadership Research Interest Group. She is a former English teacher, Deputy Headteacher, school governor, Initial Teacher Educator. She leads the MA in Educational Leadership and Management at the University of Nottingham.

Dr. Bonnie C. Fusarelli

Bonnie C. Fusarelli is a professor of educational leadership and educational evaluation and policy analysis at North Carolina State University. She is a NC State University Faculty Scholar and the director of NC State's principal preparation academies. Her research focuses on educational leadership and policy, the politics of school improvement, educational equity, and organizational change. To support her work, Fusarelli has received almost $30 million in grant funding. She is the recipient of numerous teaching awards at both the K–12 and university level, including being an inductee into NC State's Academy of Outstanding Teachers.

Dr. Lance D. Fusarelli

Lance D. Fusarelli is Professor in the Department of Educational Leadership, Policy, and Human Development at North Carolina State University. He is the author or editor of 7 books and more than 60 journal articles and book chapters. His areas of research include federal education politics and reform, leadership development, the superintendency, and school choice. His research has appeared in Educational Researcher, Educational Administration Quarterly, Journal of School Leadership, Educational Policy, and Publius: The Journal of Federalism, among others.

Jaqueline Francisca Belmiro Gomes

My name is Jaqueline Francisca Belmiro Gomes, graduate student in the Pedagogy course, of the State University of Rio de Janeiro—School of Education from Baixada Fluminense - Duque de Caxias, Rio de Janeiro, Brazil. I am 23 years old, I entered the public university through racial quotas. I am extension student of Laboratory of Audiovisual Resources of the UERJ-FEBF. I am a low income student, I do not have a work contract, and I received support for participation in the 7th WLE Conference to present my work which increases the visibility of women in the audiovisual sector.

Profª Dra. Marlene Gonçalves

PhD in Education in the area of Education, Society, Politics, State University of Campinas - UNICAMP, master in Education and graduated in History from the Federal University of Mato Grosso - UFMT. Professor of the Institute of Education, participates in the Graduate Program in Education. She is coordinator of the Research Project: Gender, life and action: memoirs of teachers who have held elective positions at the municipal, state and federal levels in Mato Grosso/UFMT/ UNIC/UERJ.

Professor and Dean, Dr Margaret Grogan

Margaret Grogan is Dean of the Attallah College of Educational Studies, Chapman University, California. Among the various leadership positions she has held at her institutions and professional organizations, she served as Dean of the School of Educational Studies at Claremont Graduate University from 2008-2012, Chair of the Department of Educational Leadership and Policy Analysis at the University of Missouri-Columbia, 2002-2008, and President of the University Council for Educational Administration in 2003/2004. A frequent keynote speaker, she has also published many articles and chapters and has authored, co-authored, or edited six books.

Dr. Laura Guihen

Dr Laura Guihen is a Lecturer in Education at the University of Leicester School of Education, where she teaches on a number of programmes, including PGCE English, MA in International Education and MA in Education. Her PhD thesis focussed on the career experiences and aspirations of female deputy headteachers. She is currently developing a project on the experiences of pregnant students in Higher Education. She is a member of BELMAS and a Fellow of the HEA. Before undertaking her PhD, she was a teacher of English in a secondary school in Birmingham.

Dr. Glenys Hill

Glenys Hill is Associate Clinical Professor in the Educational Leadership Department at Washington State University in Washington State, U.S.A. She is the director of the Field-Based Superintendent Preparation Program, housed in Spokane, WA. She teaches in the International School Leadership Program in Asia (a partnership between Washington State University and the University of San Francisco), serves as a Search Consultant for Northwest Leadership Associates, and as an Instructor for the Washington State Leadership Academy. She has served as a school superintendent, school principal, and teacher. Her interests include the role of mentoring in superintendent success and the recruitment and preparation of women for senior-level school district leadership positions.

Dr. MaryAnn P. Jobe

Dr. MaryAnn P. Jobe is a consultant with NESLI and leads the leadership initiatives and programs that focus on empowering women in schools and school district administration. Prior to joining NESLI in January 2019, Dr. Jobe was the director of education and leadership at AASA, The School Superintendents Association for over 11 years. Her work at AASA focused on providing professional learning opportunities for school district superintendents and district staff. She lead the leadership initiatives through supporting grants and partnerships with education focused companies. In 2012 she developed and lead the AASA Women in School Leadership initiative which is still going strong.

Dr. Jobe came to AASA in 2008 after a 33 year career in education in the Montgomery County Public Schools (MCPS) system in Maryland. She worked as a teacher, class sponsor, coach, assistant principal, principal, curriculum coordinator and central office director. During her career in MCPS she lead the Title IX taskforce, was president of Women in Education and the MCPS Art Association, coached her field hockey team to a state championship, and won numerous state and local level awards. Dr. Jobe has two children, Christina Jobe Davisson and Michael Jobe. She is the proud Yiayia of Roger Davisson. She resides in Maryland.

Dr. Lauri Johnson

Lauri Johnson is an Associate Professor and Chair of the Department of Educational Leadership and Higher Education at Boston College, USA. Her research interests include culturally responsive school and anti-racist leadership in national and international contexts, the history of multiculturalism and school-community activism in urban school reform, and successful school leadership in high poverty schools. During 2014 – 2015, she was a Fulbright scholar at the University of Nottingham where she researched the life histories of three generations of Black and South Asian school leaders from across the UK.

Dr. Annette Kappert

Annette has worked in education for approximately 25 years. She has held management and lecturing positions in universities in England and the Netherlands. She holds a BA (Hons) in Design, Media and Management (UCE), a master's degree in Special Educational Needs (University of Greenwich) and a Doctorate in Educational Leadership (University of Nottingham). Her research interests include understanding the precursors of learning difficulties, experiential learning, autoethnography, social and emotional aspects of learning, funds of knowledge, online learning and course design. To Annette, success is facilitating positive links between the learner's and educator's personal and professional experiences. She is currently the MSc Programme Manager for Glion, London.

Dr. Angeliki Lazaridou

Dr. Angeliki Lazaridou is a tenure-track Assistant Professor of Educational Administration and Leadership, in the School of Humanities and Social Sciences of the University of Thessaly, in Greece and a Fulbright Scholar (2013) at the Illinois State University. Her teaching and research interests focus on school administration and leadership, with an emphasis on issues of principalship, ethics and values, gender, social justice, and complexity theories. She has co-authored the book *Shaping Social Justice Leadership: Insights of Women Educators Worldwide* (Lanham, MD. Rowman & Littlehead Education) with Linda Lyman and Jane Strachan. She has also authored a book on Case Studies in Educational Administration [in Greek], and she has edited the Greek translation of Linda Lyman's book *Brain Science for Principals: What School Leaders Need to Know* (Lanham, MD. Rowman & Littlehead Education).

Professor Jacky Lumby

Jacky Lumby has researched and published widely on the leadership of schools, colleges and universities in the UK, Ireland, China and South Africa, in particular exploring how educational leadership relates to equity and the inclusion of learners and staff. She is concerned to understand how power works to privilege some and exclude others. She was an evaluator for the European Policy Network on School Leadership and co-edited international handbooks on leader preparation and development on behalf of British, Commonwealth and United States professional organisations. Her most recent book, co-authored with Marianne Coleman, is *'Leading for Equality: Making Schools Fairer*'.

Abaida Mahmood

Abaida is an English teacher & trainer from London and took over her father's found charity in 2002 in Lahore, Pakistan. The charity, Qurban & Surraya Educational trust caters for 5,000 underprivileged pupils. She spent 10 years in Lahore, Pakistan with the vision of imparting quality teacher training in Pakistan. She travels extensively and has presented more than 500 papers and workshops nationally & internationally. She is also an author of three books, her most recent being 'Reflections of my leadership.' Being a motivational speaker, her work has inspired many women into
taking leadership roles.

Dr. Rosangela Malachias

Rosangela Malachias is a Brazilian journalist, with a PhD in Communication Sciences from the University of São Paulo (USP). She has belonged to the Women Leading Education group since 2007 when the first WLE Conference took place in Rome, Italy. Currently she is adjunct professor at UERJ - Rio de Janeiro State University - School of Education from Baixada Fluminense, where she coordinates the AFRODIÁSPORAS - Research Group about Black Women and Audiovisual Culture in Urban Peripheries. She is an Alumnus from the Fulbright Foundation; Sasakawa Young Leaders Fellowship (SYLFF) Japan; and MacArthur Foundation.

Dr. Katherine Cumings Mansfield

A first-generation college graduate and seasoned school teacher and program administrator, Katherine Cumings Mansfield is currently Associate Professor at The University of North Carolina at Greensboro in the Department of Educational Leadership and Cultural Foundations. Mansfield's research draws attention to how social identities such as gender, race/ethnicity, and class matter when considering educational policy and practice, research approaches, and organizational change. Mansfield has co-edited two books: *Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice* with Whitney Sherman Newcomb and *Identity Intersectionalities, Mentoring, and Work-Life (Im) Balance* with Anjalé Welton and Pei-Ling Lee, both with Information Age Publishing.

Dr. Catherine Marshall

Dr. Catherine Marshall is a Distinguished Professor of Educational Leadership, has written extensively about women and power and politics and has served in AERA leadership as well as organizing Leadership for Social Justice and receiving major awards in her 40-year career.

Dr. Teena McDonald

Teena McDonald, EdD, is an Associate Clinical Professor in the Educational Leadership Department at Washington State University, Washington State, USA. She is the coordinator of the WSU Principal Preparation Program and teaches in the WSU field-based superintendent preparation program. She was a teacher, principal, and school superintendent. Her research interests include women and the superintendency; principal effectiveness, and mindfulness.

Dr. Rachel McNae

Dr Rachel McNae is National President of the New Zealand Educational Leadership Society and Director of the Centre for Educational Leadership Research at the University of Waikato, New Zealand. Working across local, national and international forums Rachel advocates for the reshaping of leadership learning so that leadership is perceived as a relational and contextual phenomenon underpinned by issues of social justice. Rachel's recently published books include - *Realizing Innovative Partnerships in Educational Research* (Sense, 2017); *Educational Leadership for Social Justice in New Zealand* (New Zealand Council for Educational Research, 2017) and *Harnessing the Joy in Leadership*, (Rowman and Littlefield, 2018).

Dr. Penelope Mendonça

Dr Penelope Mendonça is an independent graphic facilitator and cartoonist with more than twenty years experience of working across the UK public, private and voluntary sectors. She is a pioneer of live recording practices and visualising strategies/concepts, her graphics are widely published, regularly used within campaigning, and have been translated in to numerous languages. Originally from New Zealand, Pen has a background in social care, and facilitating co-production. She has a BA (Hons) Fine Art (Chelsea), an MSc in Citizenship Studies (Birkbeck) and a PhD from Central Saint Martins (University of the Arts London), where she developed the concept of Values-Based Cartooning as a research method for accessing and representing social issues. She is an associate lecturer in contextual and theoretical studies at the London College of Communication and a visiting lecturer at the Royal College of Art and Central Saint Martins.

Pen has worked with individuals, families, schools, academies and universities, national and local organisation partneships, commissioners, providers and networks including #WomenEd and #BAMEed. Her writing can be found in Studies in Comics, Women: A Cultural Review and Demeter Press books on motherhood. Jessica Kingsley is publishing her book on Values-Based Cartooning.

Dr. Pontso Moorosi

Pontso Moorosi is an Associate Professor of Educational Leadership and Management at the Centre for Education Studies, University of Warwick. She is also a Research Associate at the University of Johannesburg, South Africa and a rated researcher by the National Research Foundation of South Africa. Her research interests include gender in educational leadership, school leadership preparation and development and leader identity development with a specific interest on the African continent.

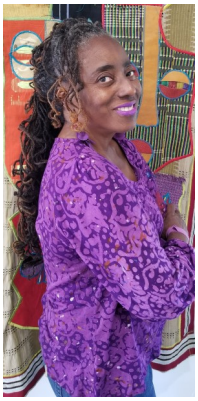
Samantha Mortimer

Samantha Mortimer is Assistant Principal at Te Aroha College, a small secondary school in rural New Zealand. She completed a BA at Radford University, Virginia, and an MA at the University of Exeter before becoming a high school teacher and an Advisory Health Education Teacher in Manchester, UK. Samantha then moved with her family back to NZ in 2007 and completed her Masters of Educational Leadership at the University of Waikato in 2015. She is currently a doctoral candidate there, investigating how schools support, or perhaps limit, the development of beginning teachers' professional identities.

Dr. Patrick Mulvihill

Patrick brings over 20 years of leadership experience acquired from both corporate and higher education settings. Currently, as an Assistant Professor and Chair of the Management Department, he teaches courses related to Management and Organizational Behavior for the Rowland School of Business at Point Park University. When not teaching, Patrick enjoys spending time pursuing his research interests related to organizational development and leadership, flying airplanes, and spending time with his wife and three kids.

Dr. (Patricia L.) Ngozi Williams

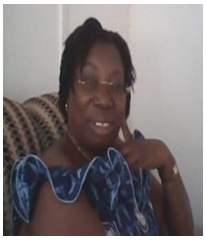


(Patricia L.) Ngozi Williams is from the United States and has been in public service for over forty years. With education and experience in, both, education and public administration, she has served in local County government, non-profit human services organizations, and school systems in Pittsburgh, Pennsylvania, Los Angeles, California, and Washington, DC. She founded an Africentric charter school in Washington, DC, in 2000 and operated it for over fifteen years. As an African womanist and lifelong learner, she aspires: to support the holistic educational achievement and growth of non-uropeanchildren, particularly, those of African descent, to assure a future of promise for communities of Color and our world; and learn, as a transformational leader, through research and real life experiences, new and effective strategies to enhance the impact of her contribution to the fields of Education and Women Leadership.

Dr. Vera Nikiru Nwadinobi

Dr. Vera is an academic member of staff at Nwafor Orizu College of Education, Nsugbe, Nigeria. Her credentials are as follows: Nigerian Certificate in Education (NCE), First degree, Masters, and Ph.D. in Education Guidance and Counselling all from university of Nigeria Nsukka. She has served the college in various capacities, first as college guidance counsellor, head of Department, coordinator of NCE part-time study center and presently the Director of Continuing Education in charge of sandwich degree program of University of Nigeria Nsukka. Her work includes lecturing, supervision of student's research projects, students teaching practice and counselling practicum. Dr. Vera has several publications to her credit.

Ms Minnie Atwumaah Okai



Minnie A. Okai is the Principal of the College of Community Health Nursing – Winneba, Ghana. Currently she is a member and a Foundation Fellow of the Ghana College of Nurses and Midwives. She has experience in project planning and management with special skills in developing strategic plans and operational research. Her research includes work on the retention of skilled health professionals. Her research on women leadership is aimed at exploring the challenges faced by female leaders in nursing colleges in Ghana and to provide locally practical ways of improving their capacity in management. She holds an MPhil degree from University of Cape Coast.

Dr. Tuyizere Alice Peace

Dr.Tuyizere Alice Peace is a lecturer of Religious Education Methods in the Department of Humanities and Language Education, Makerere University. She is the author of Gender and Development; The Role of Religion and Culture, Fountain Publishers (2007); Quality of Higher Education; Lessons From Makerere University, Uganda: and Gender Equality in Education: A historical reflection on gender gaps in education in Uganda's 50 years' of Independence (2012). She is also the head unit of Religious Education and School Practice Zone in School of Education. She is the treasurer of Kisoro Twubake group, a service to the community

Ms. Kelly Peaks Horner

Kelly Peaks Horner, MA, Ed., Education, has over 30 years of experience in public education at various level. She was a teacher, teacher advocate, assistance principal, Human Resource specialist and recruiter. She worked for 16 years with the international research organization, Gallup, as an education senior consultant. In 2016, she started the Horner Education Consulting Group, and works with senior education leaders to implement organizational performance strategies that increase engagement and well-being through a strengths-based approach. Her life's pursuit has been to create the school conditions where adults can thrive and students prepare themselves for a life well lived

Gianina Estera Petre

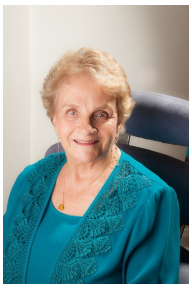
Gianina Estera Petre is from Romania. She is currently a PhD in Education candidate, majoring in Curriculum and Instruction, at the Adventist International Institute of Advanced Studies, Philippines. She had worked as a pre-school and primary school teacher and has many research interests, including cooperative learning, institutional growth and development, and transformation of women's lives through education.

Vivienne Porritt

Vivienne supports school leaders on vision and strategy, professional learning and development, impact evaluation and leadership, especially women's leadership. Vivienne is one of the Co-Founders and Strategic Leaders of @WomenEd, a grass roots organisation that empowers women leaders in education. Vivienne is also the co-editor of *10%braver: Inspiring Women to Lead Education* (Sage, 2019).

A former secondary headteacher, Director for School Partnerships at UCL Institute of Education, and Chair of Governors, Vivienne is now Vice President of the Chartered College of Teaching.

Professor Shirley Randell



Shirley Randell is an award-winning global mentor, educator, author, public speaker, change activist, and campaigner for human rights. She has provided specialist technical assistance to governments and agencies in Africa and the Asia Pacific Region over the last 20 years as a leading expert in education, gender mainstreaming and human rights in developing countries. In 2010, she founded and was first Director of the Centre for Gender Studies at the University of Rwanda. Shirley was an Australian Inaugural Women of Influence in 2012, a TIAW World of Difference Awardee in 2013 and winner of the Institute of Managers and Leaders ANZ Lifetime Leadership Achievement Award in 2018.

Dr. Diane E. Reed

Dr. Diane E. Reed is an Associate Professor and Chair of the Graduate Education Leadership Department at St. John Fisher College located in Rochester, New York. She has served as a Superintendent, Assistant Superintendent, School Principal, Elementary Teacher, and Secondary English Teacher. Dr. Reed has published articles in professional journals and is the co-author of the book "*Resilient School Leadership in Turbulent Times*."

Nationally, Reed has conducted presentations for educators and other leaders. Reed's focus is in the areas of leadership development, personal and organizational resilience, and strategic planning to improve student achievement results.

Dr Elizabeth C. Reilly

Elizabeth C. Reilly is Chair and Professor of Educational Leadership in the School of Education at Loyola Marymount University in Los Angeles, California, USA. As a PK-12 classroom teacher and administrator, Dr. Reilly principally served in urban schools and school districts. An internationally-recognized scholar investigating women in educational leadership, Dr. Reilly presents & researches globally. She is author and co-author of numerous publications including, *Women Leading Education Across the Continents: Finding and Harnessing the Joy in Leadership* (2018), co-edited with Rachel McNae (Rowman & Littlefield Education). She works with leaders of multinationals, government, non-governmental organizations, and education on five continents.

Dr. Kerry Robinson

Dr. Kerry Robinson is an Assistant Professor in the Department of Educational Leadership at University of North Carolina Wilmington. Prior to her appointment at UNCW, she was an Assistant Professor at the University of Tennessee. Previously, she worked in K-12 schools for 17 years in New Jersey and Virginia as a teacher, building level administrator, and district-level administrator. Kerry's primary areas of research include women in leadership, the superintendency and leadership preparation. She is currently focused on administrator stress and health and ways to better support school leaders, including the practice of mindfulness.

Professor Arceli Rosario

Arceli Rosario is chair of the Education Department of the Graduate School of the Adventist International Institute of Advanced Studies in the Philippines and teaches educational administration and TESOL courses. She served as principal, vice president for academic affairs, and president. Her research interests are women leadership, educational administration, marginalized groups, and church membership issues.

Dr. Kezia Lorraine Rosario

Kezia Lorraine Rosario is a medical doctor, who is presently working at the Central Office of the Department of Health of the Philippines. She served as a Doctor to the Barrios and earned a master's degree in public management. She is passionate about providing her countrymen with adequate health education.

Dr. Saeeda Shah

Dr Saeeda Shah is Reader/honorary Fellow in the School of Education, University of Leicester. Previously, she worked in higher education in Pakistan, holding senior management positions.
In addition to various important roles and responsibilities at the University of Leicester, Saeeda has been holding many external positions including Visiting Professor of Education University of Derby; Fellow of Higher Education Academy (FHEA) and Fellow of Royal Society of Arts (FRSA). She is member of many international organisations and is on editorial boards of many International Journals across the world. Saeeda is co-convenor of BELMAS Gender and Leadership RIG and elected member BELMAS Council.

Professor Charol Shakeshaft

Charol Shakeshaft has studied equity for four decades.

She is an AERA fellow and recipient of the AERA Distinguished contributions to Gender Equity in Education Research Award.

In her role as professor, Charol currently teaches graduate courses in research design, policy research methods, and gender and race equity at Virginia Commonwealth University. Charol is the author of three books and over 200 referred articles and papers. Her research focuses on three strands: gender and leadership, sexual abuse of students by adults employed in schools, and the effectiveness of technology for learning, particularly for students of color. Charol was a member of the founding committee of Women Leading in Education (WLE); she currently serves as WLE facilitator.

Dr. Victoria Showunmi

Dr Victoria Showunmi's research interests are gender, class, identity and race and Her strong career profile reflects this with research outputs in the areas of leadership, identity, gender, race, and equalities in education. She has developed strong networks internationally in these research areas, in part through memberships of AERA (including the Black education SIG and Women Studies SIG), BERA, BELMAS and NWSA. She has been the PI for international research projects exploring, firstly, educational leadership and, secondly, black girls'/women's experience in education and the workplace. She has publication links with colleagues in the USA, West Africa, Pakistan and Europe.

Dr. Helen C. Sobehart

Helen has been an educator for over 50 years. She was a teacher and school district superintendent during the first decades, then faculty, vice president and president at various universities. She has always advocated for those who need a greater voice, especially special needs children and women seeking the highest level of leadership. AASA awarded her Effie Jones Humanitarian Award. While chairing UCEA's Womens' SIG, she became the Founding Chair of Women Leading Education Across Continents (WLE), a proud legacy and network of inspiring women who lead into the future with fire of passion and spirit of wisdom.

Dr. Paullina Obioma Sowho

Dr. Paulina Obioma Sowho is a lecturer/ Guidance Counselor in Federal College of Education Okene, Kogi State, Nigeria and an affiliation lecturer at the Degree level at the Department of Guidance Counseling, University of Ibadan, Oyo State, Nigeria. She is a member of many professional bodies among which are, Women Leading Education Across Continents WLE, American Counseling Association ACA, Counseling Association of Nigeria CASSON.

Dr. Jenny S. Tripses

Dr. Jenny Tripses is a Full Professor at Bradley University in Peoria, IL in the US. She teaches courses in school leadership at the masters (20 years) and doctoral levels (beginning fall 2019). She was a Fulbright Scholar in Ukraine 2012 and Latvia 2018. Her research interests include social justice school leadership with an emphasis on women school leaders, school leadership program development, and ethics in leadership. She has authored many manuscripts and book chapters and co-authored Leaders Who Dare Lyman, Ashby, and Tripses.

Dr. Roseline Ekwutosi Queen Umezulike

Dr. Roseline Umezulike is an academic member of staff at Nwafor Orizu College of Education, Nsugbe, Nigeria. Her credentials are as follows: Nigerian Certificate in Education (NCE), First degree, Masters, and Ph.D. in Education Guidance and Counselling all from university of Nigeria Nsukka. She has served the college in various capacities, first as college guidance counsellor, head of department, and currently the Director of college part-time programme. Her work includes lecturing, supervision of student's research projects, supervision of field teaching and counselling practice. She also engages in counselling both students and staff. Dr. Umezulike has published many articles both in National and international journals.

Professor Jennie Miles Weiner

Jennie M. Weiner is an Assistant Professor of Educational Leadership at the Neag School of Education at the University of Connecticut. Her scholarship focuses on issues of educational leadership and organizational change particularly in chronically underperforming schools and districts. She is also interested in gender bias in educational leadership as well as issues of educational infrastructure at the local, district and state levels.

Prior to coming to UConn, she worked for Rhode Island Department of Education on school turnaround and capacity building. Dr. Weiner holds a Master's and a Doctorate of Education from Harvard Graduate School of Education.

Dr. Kate White

Kate's research over the past 20 years has focused on gender, leadership and higher education. She is co-editor of Gender, Power and Management (2011) and Gendered Success in Higher Education (2017), and is Director of the Women in Higher Education Management Network. With Dr. Paula Burkinshaw she is currently editing a Special Issue of the Journal of Social Sciences on Women and Leadership in in higher education.

Mrs Joyce Eku Wilson-Tagoe

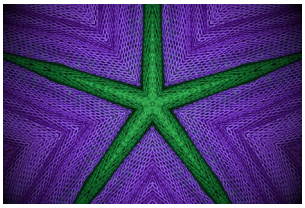
Joyce Eku Wilson-Tagoe is an advocate for women's education at all levels and is actively involved in teacher education activities in her country. Until her retirement in 2015 from active teaching, for 11 years at the Centre for Teacher Development and Action Research (CETDAR) in the Institute for Educational Development and Extension at the University of Education, Winneba, Ghana, she previously taught for 23 years in public Basic and Senior High Schools. She is currently the Administrator and Project Counsellor at UnityEcoVillage, Ghana. Her research interests remain mainly in educational leadership, gender and leadership for social justice.

Dr. Joan Woodhouse

Dr Joan Woodhouse is Associate Professor of Education at the University of Leicester School of Education. She is a member of the School Management Group, with responsibilities as Postgraduate Tutor and co-ordinator of research events. She has a research interest in teachers' lives and careers, which has included work with women, novice and older teachers. She is also engaged in pedagogical research, with a particular interest in developing doctoral students' critical writing skills. She is a member of BELMAS, BERA, BPS and BSA and is a Senior Fellow of the HEA. Her former career was in secondary school teaching.

Professor Michelle Young

Michelle D. Young, Ph.D., Professor at the University of Virginia, President of the National Policy Board for Educational Administration, and UCEA Executive Director Emeritus, works with universities, practitioners and state and national leaders to improve leadership preparation and practice and develop a research base informing excellence in educational leadership. Her work has significantly increased the focus of research on leadership preparation and brought research to bear on the work of policy makers. Her research is published in the American Educational Research Journal, *Educational Administration Quarterly* and the *Journal of Educational Administration*, among other journals. She recently edited the *Handbook of Research on the Education of School Leaders*.

Women Leading Education Conference 2019
University of Nottingham
Nottingham, England, UK

(7 - 11 July 2019)