

## **International Call For Chapter Proposals: Imagination's Role in Educational Leadership**

Imagination is a topic that remains largely unexamined in leadership research (Judson, 2020). To date, only a few scholars attempt to define imagination or investigate its varied roles in the context of leadership, educational leadership, and leadership education (see for example, Curtis & Cerni, 2015; Curtis, King, & Russ, 2017; Paradis, 2019; Steffensen, 2012; Stephenson, 2009; Wenger, 1999). This scholarly text aims to enrich understanding of imagination in the context of educational leadership, to address misunderstandings that exist about imagination in general, and to provide support for the frequent inclusion of imagination in leadership discourse, theory, and practice. It will contribute needed theoretical and practical knowledge to the field of leadership by connecting empirical and conceptual research from a range of cultural, epistemological and ontological traditions with leaders' experiences of employing imagination in educational contexts.

The neglect of imagination in the context of leadership is problematic for a few reasons. First, calls for creativity and innovation in all facets of society have resulted in school curricula that explicitly include the development of creative thinking as part of learning; leaders are being tasked with developing school cultures that foster lateral, out-of-the-box ways of thinking. Better understanding of imagination can support these goals because, as imagination researchers Asma (2017) and Lui and Noppe-Brandon (2009) indicate, it is imagination that comes first. It is imagination that actually *fuels* creative and innovative thinking. As Liu and Noppe-Brandon (2009) put it: "Although imagination matters most, it gets the least ink" (p. 20). Understanding imagination in the context of leadership—including what it is, the multifaceted ways in which it works and, importantly, how it can be developed—may buttress attempts to support creativity in schools and in leaders. Moreover, we acknowledge the strong connection between imagination, empathy, and social justice (Greene, 1995). Understanding imagination's role in leadership processes and specific practical ways to develop it can enhance leaders' capacities to build strong communities, and support equity and social justice for all learners.

### **What we seek:**

We invite imagination, leadership, and social justice scholars at various stages of their careers and from all parts of the world to submit case studies, empirical studies, and conceptual scholarship representing diverse and interdisciplinary cultural perspectives. We seek empirical and conceptual research that points to the influence of imagination on institutional culture, pedagogy, and learning, and, centrally, on community development and social justice. This may include, for example, how imagination enables leaders to understand themselves and others, to communicate in meaningful ways, to generate new ideas, to cultivate cultures in which imagination may thrive, to challenge dominant social imaginaries, and to create new and just ways of thinking, being, and doing.

Contributions might explore:

- conceptualizations of imagination in a range of leadership practices and contexts;
- conceptualizations of leadership, both formal and informal, and what is made possible in imaginative approaches to educational leadership (from Kindergarten through Post-secondary);
- imagination's role in policy creation and implementation;
- current challenges in leadership and imaginative approaches to addressing these challenges;
- how imagination in leadership can promote equity and social justice within the school and beyond.

### **Details**

- final chapters maximum 8000 words in length (including references)
- APA format

### **Timeline:**

Teachers College Press has expressed initial interest in this project. We anticipate submitting a full manuscript to this publisher in 2021.

- November 30, 2020—Chapters proposals due (250 words)
- January 15, 2020—Notifications sent to contributing authors re proposals (Note: Initial acceptance of a proposal does not guarantee acceptance of the full manuscript)
- June 15, 2021—Completed chapters due
- July 30, 2021—Editorial feedback provided to contributing authors
- August 30, 2021—Revised/Final chapters due from contributing authors
- Spring 2022—Desired publication

This text is designed to support the professional learning of leaders or aspiring leaders. Contributing authors will be asked to read another chapter and contribute to our collaborative conversation by offering comments, critique, questions, and curiosities. This collaborative process will occur in the Fall of 2021.

Please submit chapter proposals to [doughertym@douglascollege.ca](mailto:doughertym@douglascollege.ca)

### **Editorial details:**

Dr. Gillian Judson is an Assistant Professor in the Faculty of Education at Simon Fraser University. She teaches in Educational Leadership and Curriculum and Instruction programs. Her scholarship looks at imagination's role in leadership and learning (K-post-secondary).

Dr. Meaghan Dougherty is a faculty member in the Child and Youth Care Department at Douglas College in Coquitlam, BC. Her research interests include the complex relationship

between education and work, relational practice, educational leadership, criticality, and teaching and learning encounters.

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