



Edited by
Déirdre Smith and
Patricia Goldblatt

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Ethical practice, what does it look like? How does one develop ethical leadership? Can you learn to be an ethical leader? This book will help answer these questions. The ethical standards of care, trust, respect and integrity are discussed through the lens of real life situations encountered by practicing school administrators in Ontario.

The creation of *Exploring Leadership and Ethical Practice Through Professional Inquiry* was made possible through a partnership between the Ontario College of Teachers (OCT) and the Catholic Principals' Council of Ontario (CPCO). In 2003-04 professional staff from the OCT and CPCO, and principals and vice-principals from across the province came together to write a series of case studies on ethical leadership and practice. These practicing educational leaders wrote about dilemmas they personally encountered in their school communities.

Educational scholars, teacher educators and practitioners were then invited to provide commentaries on the case studies. The commentary writers come from the education community in Ontario, across Canada and internationally. The group of 59 include such individuals as Elizabeth Campbell, Patrick Duignan, Andy Hargreaves, Ben Levin, Anne Lieberman and John Lundy. The collective wealth of knowledge and expertise of all commentators is quite impressive and adds to the importance of this work.

The fourteen cases are divided into five areas: *Leaders as Ethical Decision Makers*; *Leaders as Facilitators of Community*; *Leaders as Reflective Practitioners*; *Leaders as Models of Professionalism*; and *Leaders as Educational Partners*. Each case, written in the first

person, includes the feelings and reactions of the administrator as each scenario unfolds. You cannot help but think, "What would I have done if I were in those circumstances?"

The book is easily navigated. The introduction provides the reader with an overview of how the book is organized, explaining each section and its purpose for ethical decision-making. As well as the cases and commentaries, there are professional inquiry sections where the reader is asked to reflect, dialogue and develop some new understanding and insights into what has been shared. To aid in this process, inquiry frameworks have been developed to help "educators distinguish the multi-layered nature of ethical challenges and action." (p. 6)

Exploring Leadership and Ethical Practice Through Professional Inquiry is not intended as a book to be read by an individual in isolation. It needs to be read by a group who can take the time to truly dialogue and follow the inquiry process as outlined. The case matrix at the beginning of the book is a pedagogical resource that gives a snapshot of what to expect in each section: case overview, professional inquiry focus, who the commentary writers are and the concepts within those commentaries. The book does not have to be read in sequential order but rather in the order that best meets the needs of those participating in the learning.

This book is ideal for enhancing the professional learning of school administrators. One case study could be included as a facilitated discussion on the agenda of monthly administrator meetings. Several cases could be used to make up a one-day workshop on ethical leadership. All the components for the day are already laid out for the participants. The opportunity for reflection and dialogue on real cases, but not of a personal nature help to set the stage for non-threatening, open and honest communication. No person engaged in this activity will come away without being affected in some way by what has been discussed and learned.

The truly exceptional achievement of this work is unquestionably the fact that it sought out highly reputed educators in the Ontario, national and international education communities... This work is a significant addition to the scholarship of educational leadership.

Serge Demers, Director
School of Education, Laurentian University

Another area where this book can have a great impact is leadership training. It can be a course onto itself but given timing factors, can definitely be integrated into the syllabus of any leadership program organized at the school board level. What better way to learn about ethical practice than through the stories of practitioners. Several of the book's commentary contributors have already contacted OCT and CPCO wanting to know when the book would be available as they have indicated their desire to use it as a textbook, in both undergraduate and graduate studies on leadership in education.

CPCO would like to thank those members who so generously gave of their time to assist with this project by writing their personal stories so that others might benefit from their experiences.