## **Contents**

Par	t I Re-theorizing the Field: Foundations of a Research Program	
1	Non-affirmative Theory of Education as a Foundation for Curriculum Studies, Didaktik and Educational Leadership	3
Par	t II Transnational Developments Challenging Leadership and Curriculum	
2	Neo-liberal Governance Leads Education and Educational Leadership Astray. Lejf Moos	151
3	Lead Learner or Head Teacher? Exploring Connections Between Curriculum, Leadership and Evaluation in an 'Age of Measurement'	181
4	Against the Epistemicide. Itinerant Curriculum Theory and the Reiteration of an Epistemology of Liberation	199
Par	t III Curriculum Theory and Didaktik in US and Europe	
5	<b>The Didaktik/Curriculum Dialogue: What Did We Learn?</b> Walter Doyle	219
6	School Leadership as Gap Management: Curriculum Traditions, Changing Evaluation Parameters, and School Leadership Pathways	229

xx Contents

7	Curriculum Theory in Contestation? American Curriculum, European Didaktik, and Chinese Wisdom Traditions as Hybrid Platforms for Educational Leadership	257
Par	t IV Leadership, Didaktik, and Curriculum Studies	
8	Forging the Needed Dialogue Between Educational Leadership and Curriculum Inquiry: Placing Social Justice, Democracy, and Multicultural Perspectives into Practice	283
9	Curriculum and School Leadership – Adjusting School	200
	Leadership to Curriculum	309
10	Teachers and Administrators as Lead Professionals for Democratic Ethics: From Course Design to Collaborative Journeys of Becoming.  Daniel J. Castner, Rosemary Gornik, James G. Henderson, and Wendy L. Samford	333
11	Codification of Present Swedish Curriculum Processes: Linking Educational Activities over Time and Space	363
12	<b>Rethinking Authority in Educational Leadership</b> William F. Pinar	395
Par	t V Discursive and Multi-level Perspectives	
13	National Curriculum Development as Educational Leadership: A Discursive and Non-affirmative Approach Michael Uljens and Helena Rajakaltio	411
14	Curriculum and Leadership in Transnational Reform Policy: A Discursive-Institutionalist Approach Kirsten Sivesind and Ninni Wahlström	439
Par	t VI Conclusions and Implications	
15	Curriculum Theory, Didaktik, and Educational Leadership: Reflections on the Foundations of the Research Program	465