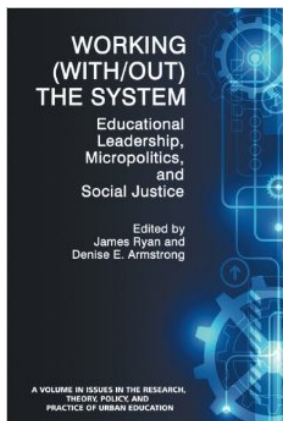
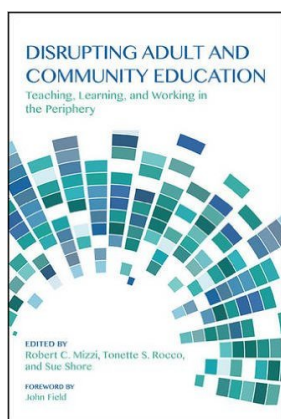
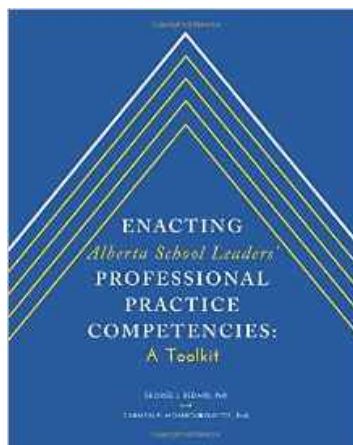
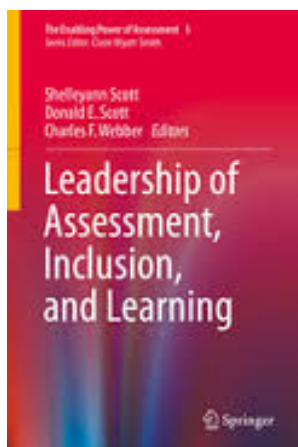
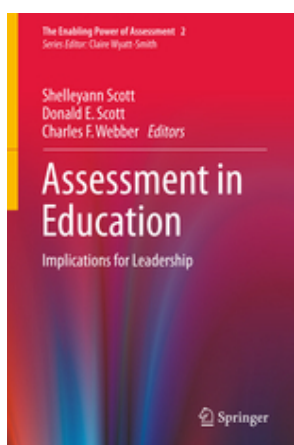


## CASEA Book Launch Report for CSSE 2016 in Calgary, AB

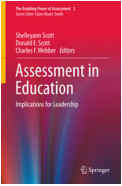
The 2016 CASEA book launch is featuring five books:

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Authors were invited by way of the CASEA membership list serve to submit recent book publications. From this invitation, five books came forward, all of which will be included in this year's book launch. The CASEA book launch will take place on Monday, May 30th, from at the Den and Black Lounge on the University of Calgary campus. Each book is allotted ten minutes during which its author(s) can introduce the book and give any information they see fit. With five books, this should take 50 minutes, leaving us 25 minutes of chat and mingle time with the authors. We anticipate providing snacks and having a cash bar available. Respectfully submitted to the CASEA executive,

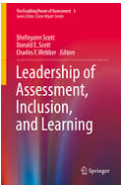
Heather Syme Anderson  
 Doctoral Candidate  
 University of Manitoba



**Scott, S., Scott, D.E., & Webber, C.F. (Ed.). (2016). *Assessment in education: Implications for leadership*. Dordrecht, The Netherlands: Springer.**

Price in CAD: \$172.12

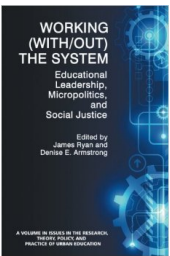
This book provides key insights into how educational leaders can successfully navigate the turbulence of political debate surrounding leading student assessment and professionalised practice. Given the highly politicised nature of assessment, it addresses leaders and aspiring leaders who are open to being challenged, willing to explore controversy, and capable of engaging in informed critical discourse.



**Scott, S., Scott, D.E., & Webber, C.F. (Ed.). (2016). *Leadership for assessment, inclusion, and learning*. Dordrecht, The Netherlands: Springer.**

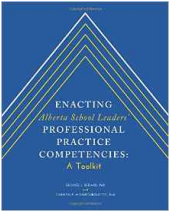
Price in CAD: \$172.12

This book provides pragmatic strategies and models for student assessment and ameliorates the heightened sense of confusion that too many educators and leaders experience around the complexities associated with assessment. In particular, it offers guidance to school and district personnel charged with fair and appropriate assessment of students who represent a wide variety of abilities and cultures. Chapters focus on issues that directly impact the educational lives of teachers, students, parents, and caregivers. Importantly, the confluence of assessment practices and community expectations also are highlighted.



**Ryan, J. & Armstrong, D. (Eds.) (2016). *Working (with/out) the system: Educational leadership, micropolitics and social justice*. Information Age.**

This edited collection of chapters from invited scholars, explores issues of social justice and micropolitics in educational institutions. More specifically, it examines the ways in which social justice workers navigate, or can navigate, (micro) political systems in their quest to promote social justice. Issues of social justice and micropolitics are particularly important in this day and age as standardizing regimes and polarizing forces continue to erode the already perilous condition of the traditionally disadvantaged. While social justice workers make it a point to acknowledge the plight of the less fortunate, their well-meaning attempts to take action are not always successful. This requires that they acknowledge the realities of the micropolitical environments in which they work, and to take action in these arenas if they are to achieve their social justice goals.



**Bedard, G. & Mombourquette, C. (Eds.) (2016). *Enacting Alberta school leaders' professional practice competencies: A toolkit*. Friesen Press.**

This book captures the lived experiences of school principals engaged in meeting the standards of practice inherent in the Professional Practice Competencies for School Leaders in Alberta. These principals tell their own stories of how they meet the competencies mandate of building relationships, establishing and living a school vision, leading a learning community, providing instructional leadership, developing leadership in others, managing the organization, and responding to the societal needs of the context within which the schools are located. In addition, as authors, we provide a theoretical framework for the competencies and situate them within scholarly research.



**Mizzi, R.C., Rocco, T., & Shore, S. (Eds.). (in press). *Disrupting adult and community education: Teaching, learning, and working in the periphery*. Albany, NY: SUNY Press.**

This groundbreaking book critiques the boundaries of where adult education takes place through a candid examination of teaching, learning, and working practices in the social periphery. Lives in this context are diverse and made through complex practices that take place in the shadows of formal systems: on streetscapes and farms, in vehicles and homes, and through underground networks. Educators may be family members, friends, or colleagues, and the curriculum may be based on needs, interests, histories, and cultural practices. The case studies presented here analyze adult education in the lives of sex workers, LGBTQ activists, undocumented migrants, disabled workers, homeless youth, immigrants, inmates, and others. Focusing on learning at the social margins, this book challenges readers to reconceptualize local, national, and transnational adult education practices in light of neoliberalism and globalization.