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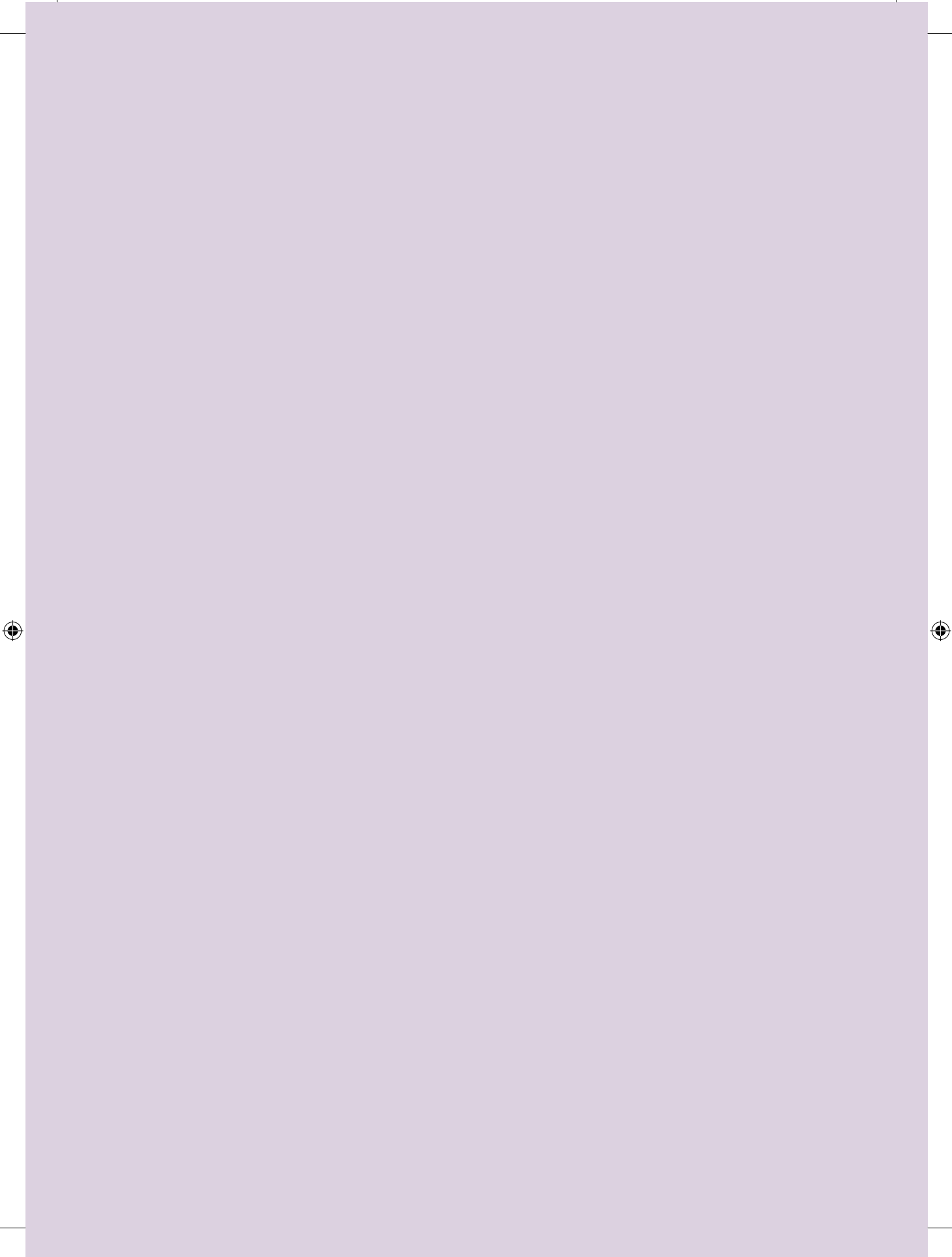


*HANNAH WILSON*

## KEY POINTS

**This chapter will outline:**

- Why #WomenEd had to exist
- How #WomenEd came into being
- How we created our shared values, the 8Cs, and what they mean in practice
- Who is who in the #WomenEd story



## INTRODUCTION

From a hashtag to a global movement, our small group of women didn't know what we were starting when we first communicated on Twitter. Relative strangers, we arranged to meet for afternoon tea to discuss our passion for gender equality, our concerns about the gender gap in our profession, and what we could do collectively to make a difference.

Since this most English of traditions, #WomenEd has engaged with over twenty thousand educators and gathered momentum across the UK and the wider world. The success of our community stems from our shared vision and values and our determination to improve education. The power of a grassroots movement should never be underestimated.

## CONTEXT

Despite spending our whole careers knowing gender equality in educational leadership was an issue, it was the publication, in February 2015, of research by the Future Leaders Trust that really hit home. We learned that:

- The school workforce in England was 74% female, yet only 65% of headteachers were women
- If these percentages were equal, there would be over 1,500 more female headteachers in the UK
- The issue is far more prevalent in secondary schools: 38% of the workforce were male and 62% were female. But when you look at headteachers, the numbers are reversed: just 36% were women (Future Leaders Trust, 2015)

Those of us meeting for tea that afternoon wanted to do more than just challenge the deficit in the number of female headteachers compared to the number of female teachers in our schools. Our goal was much bigger than that. Together we were determined to break and reshape the leadership mould to enable a different type of leader to develop, thrive and succeed in the teaching profession. Together we wanted to make our schools more family friendly and our profession more people-centred. By challenging the system and creating choice, we wanted to improve and increase leadership opportunities for all.

## VALUES

Vision and values are central to effective leadership. #WomenEd models how to find your why, articulate your values, engage your stakeholders and how to affect change as an individual, as an organisation and in a system. In many ways we did things in the wrong order when we launched, but none of us anticipated how quickly the movement would pick up pace nor how large we would grow. In retrospect, we should have nailed down our mission, vision and values from the outset, but we only framed these when we were seven months old when Vivienne Porritt and I pulled together common threads from our discussions and events. We reflected on what resonated with our followers and where we found synergy. These were the foundations of the 8Cs. Although we were aware we were approaching world domination backwards, this approach did enable us to represent our audience and reflect back the ideas and language we had heard since our conception.

An early focus point for discussions was Staffrm, a short-lived but well-loved blogging site, where contributors detailed the barriers women in education were facing. It provided a platform

for confessing the fear of failure and tips on how to manage imposter syndrome and quieten ‘the inner critic’. This collaborative approach, made possible by social media and crowd-sourcing perspectives, led to the articulation of our #WomenEd values. With everything happening in the world, we need values-led leaders more than ever.

We fondly abbreviate our values to the 8Cs. They underpin our community and are a call to arms for the movement:

- Clarity:** Acknowledge the gender imbalance in education leadership
- Communication:** Actively seek to promote the #WomenEd mission
- Connection:** Connect existing and aspiring leaders and those who support them
- Community:** Create an inclusive and interactive community
- Confidence:** Take opportunities to be #10% braver
- Collaboration:** Enhance collaboration and sharing of experience
- Challenge:** Highlight systemic barriers to more inclusive and diverse leadership
- Change:** Collate evidence of impact on developing inclusive and diverse leadership

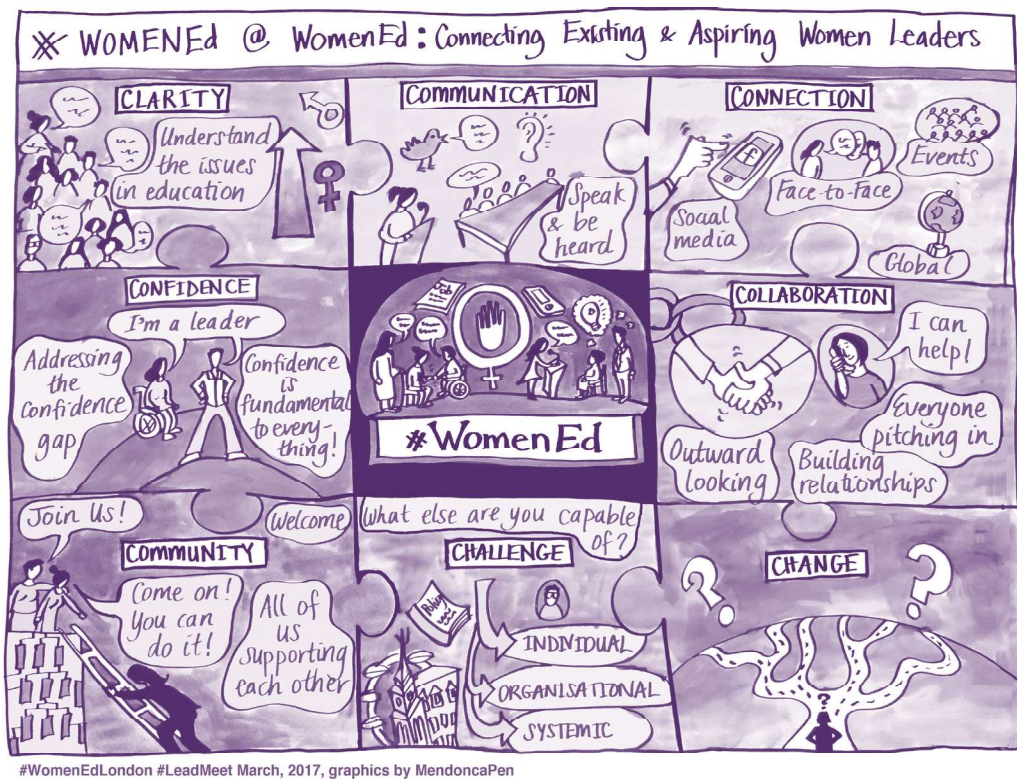


Figure 1.1 #WomenEd’s 8Cs

I often use the 8Cs to work through a problem or to build an argument. Let’s take flexible working as an example: there are 250,000 qualified teachers in the UK who are currently not working in our schools, so if we could make our schools more family friendly we could perhaps encourage them back into the classroom. If we welcomed them to a #WomenEd event they

could meet a coach, find a role model and connect with another group like Maternity CPD (@maternityCPD). Through coaching, the individual would feel more confident to apply for a role and might go on to ask for flexible working. Together, we can change the lives of children who need a teacher and the career of a teacher who otherwise might have left the sector. In the UK, national media may be calling it a 'recruitment crisis', but it would be more accurate to say that we have a 'retention crisis' in our schools. The largest demographic leaving our profession are women in their thirties, women who are having the choice made for them: work full time or you cannot be a leader, lead like a man or stay as a teacher, work full time or find another school.

## VISION

The #WomenEd vision will vary for everyone in our community, dependent on their own experience and context, yet there are some common solutions to barriers to improve the system for everyone. 'Authentic leadership' means being yourself, finding where you fit and celebrating the diversity of our schools. Nurturing the confidence of women in education is vital to ensure we put ourselves forward for opportunities, that we bounce back when we experience failure and, moreover, that we know our non-negotiables and where we are not prepared to compromise. With confidence comes a sense of self-worth and strength to ask for what we need, be that negotiating flexible working or increased salaries. If we empower the women in the system, invest in them and recognise their potential, then we will more likely retain them.

## MISSION

Our mission is to empower more women in education to have *the choice* to progress on their leadership journey.

#WomenEd is not an organisation that strives to have quantitative measures to analyse. We are not a movement to get more women to be headteachers, though we celebrate when that happens. Instead we are about people, relationships, storytelling and their impact. We are a community of change makers who have agency, a shared vision and a collective voice. When we first started tweeting we were a small quiet voice; four years later we are a roar of more than twenty thousand voices. We are being consulted on policies that can bring about systemic change for the future of our schools and our colleagues.

For women, progressing through their careers is not always a linear journey. We cross-traverse our careers, stepping on and off around our personal lives. As Sheryl Sandberg, in her book *Lean In*, calls it, our careers resemble a 'jungle gym' (2013: 53). For us it is about having the choice or realising that there are barriers that prevent and inhibit us from progressing. #WomenEd is the sledgehammer that smashes the glass ceiling. It is the choice of the individual whether they want to climb through that hole or not.

## CLARITY

In Spring 2015, Helena Marsh wrote a popular blog entitled: 'What glass ceiling?' (Marsh, 2017). Jill Berry, a retired headteacher, penned a reply entitled 'The lost leaders', those who could have been 'exceptional leaders and role models but who, for a variety of reasons, didn't fulfil their leadership potential' (Berry, 2017). The two blogs generated a lot of tweets and reflection. Natalie Scott (then Assistant Headteacher on the Isle of Wight), Vivienne Porritt

(then Director of the Institute of Education's London Centre for Leadership in Learning and a Chair of Governors) and I (then a Deputy Headteacher in London) spent all weekend in the throng of a heated debate. We were adamant that there was a glass ceiling for women in education, especially those who wanted to both lead and have a family. Jules Daulby (then a Special Educational Needs Coordinator (SENCO) in Dorset), Keziah Featherstone (then a headteacher in Bristol) and Sameena Choudry, an educational diversity consultant from Doncaster, joined the conversation. Collectively we agreed that we needed to harness the passion and interest that this debate had sparked, and Keziah suggested that we should have 'a little conference' (Porritt, 2017). Vivienne collated the ideas and offers of support in a third blog, and asked whether people wanted to join in. Then it exploded with over three thousand views of that blog and its successor. To us, this suggested that women in education who are or who aspire to be leaders need our voices to be heard and to connect with each other to support our aspirations.

To meet in person was our natural next step. On a Sunday afternoon in May 2015, seven strangers met for afternoon tea at a hotel near Bracknell with Sameena joining us on Skype: a weird and wonderful place for a grassroots movement to start! We found common ground quickly – who knew we would all be secondary English teachers – and bonded as a team.

As Margaret Mead says in a quote we all love: 'It takes a small group of committed individuals to change the world.' Four years on, we are getting closer to it.

An idea. A name. A Twitter handle. A hashtag. A logo. An abundance of passion and energy. A grassroots movement was born. A community was started.



**Figure 1.2** The #WomenEd logo

Our name causes contention and we are aware that it isn't grammatically correct! We wanted a name that did what it said on the tin: a movement *by* women in education *for* women in education, a platform to give an emerging audience voice and agency, a community to amplify the experiences and stories of women in education. 'It was never a dress!' is another quote that we love. Our figures are not in dresses but in heroes' capes. The microphone symbolises us finding and using our voices and amplifying the voices of others. Purple has become synonymous with our community and events, a homage to the colours of the suffragettes and suffragists. Thank you to my former colleague, Rob Webb, who designed the logo for us.

We wanted to plan an event to bring those who were interested in contributing together to continue the online discussions, but we all had full-time jobs and we didn't have any funds. My tweet asking for ideas for funding had a reply by Philip Montague, who was then in the Small Medium Enterprise team at Microsoft UK. He kindly offered to give us a venue for the event free of charge.



Was it really going to be that easy? Seemingly it was. Within weeks we had a central London location, a date, and we were inundated with offers to facilitate workshops at our inaugural grassroots event.

## COMMUNICATION

The Staffrm blogging community for educators and tweachers (teachers who tweet) was instrumental in our journey as a grassroots movement. The #WomenEd #DigiMeet (a digital meet up) became a regular feature with a Sunday of themed blogging. Many of our established #WomenEd contributors found their voice on Twitter, extended their reflections on Staffrm and have since launched their own blogs. Pre and post #WomenEd event blogs enabled the community to continue the discussions and deepen the reflections. This safe space was quite sacred for us. In Autumn 2017, the National Leaders decided to launch a #WomenEd blog (<https://womened.blog.wordpress.com/>), curated by Keziah, to maintain a platform to support women in blogging and continue to amplify our voices.

It is through the blogs and our events that we cascade strategies and ideas using a method called 'the illumination technique'. This has its roots in US politics, where a group of women working in the White House devised a plan to reinforce and echo great ideas and to attribute them back to the rightful owners (Landsbaum, 2016).

## CONNECTION

To connect women leaders a step further, we set up our annual unconference to establish ourselves as a grassroots movement. An unconference is a more open and democratic type of event that is driven by participants and avoids top-down, hierarchical approaches. This choice was a deliberate move away from the male-dominated education events with all-male panels and experts telling others what to do. At our inaugural unconference in September 2015, over 60 facilitators shared their knowledge and successes while also participating as one of the 200 delegates at the unconference. Our events are not about speakers rocking up, presenting and leaving, but about being a part of a community. This peer-led approach flattened the leadership hierarchy that has become so isolating in our schools and sees new teachers sitting next to and developing professional friendships with CEOs.

## COMMUNITY

Our growth from a community of seven to over twenty thousand is indicative of the need of women leaders to be connected and supported. We realised quite quickly that we had taken on a much bigger project than we had anticipated. Two of our co-founders (Helena Marsh and Natalie Scott) stepped back from leading our strategy due to other commitments and Jules Daulby, Keziah Featherstone, Sameena Choudry, Vivienne Porritt and myself continued. Due to my workload, I stepped down as a National Leader after our fourth unconference in 2018, with Jules, Keziah, Sameena and Vivienne continuing as National Leaders who support the grassroots movement to grow. Already overwhelmed with interest and invites, we proceeded to recruit volunteers to join us.

We tweeted out in November 2015 that we were seeking volunteers to grow the network locally. By our first birthday in April 2016, we had announced 40 Regional Leaders who connected and collaborated in regional hubs across the country. We now have more than 80 volunteers who generously give their time and energy to help us arrange face-to-face events for our community. The purpose of our Regional Teams is to distribute the leadership of the #WomenEd mission and they represent the diversity of our sector. Grassroots movements are by the people, for the people, just like this book is by members of the #WomenEd community for women in education.

As with any induction, we meet with new Regional Leaders via face-to-face or online orientation sessions to align visions and values and to develop team relationships. Leading virtually is a different skill set and we have learned a great deal about how we connect, communicate and collaborate.

To ensure our approach stays true to our values we created a set of reflections, discussions and activities, framed by our 8Cs, for each regional group to use to align us all. The following questions are a sample of these:

1. How do we ensure an inclusive, diverse, collaborative regional community?
2. What does sharing leadership experience look like?
3. How do we build on existing social media presence?
4. How do we reach beyond social media?
5. How do we develop the connections and conversations across the region?
6. How do we identify and meet the needs of women leaders at all levels?
7. How do we have impact?
8. How do we capture the difference we make?

We based our community infrastructure on the Department for Education regions. Each of the National Leaders are attached to Regional Networks to support and ensure consistency across the country, and to ensure communication. For example, I supported the teams in the West Midlands and the East Midlands: we have ten volunteers in each region and tended to operate as a team of 20!

## CONFIDENCE

Sue Cowley (an experienced early years teacher, and the best-selling author of over 25 books for educators) was a natural choice as our opening contributor at our inaugural #WomenEd unconference. She embodies our values as someone who champions change and challenges the system. In her presentation, which included her singing some of Helen Reddy's song 'I am Woman', she shared a conversation with an old friend about courage, and our movement's mantra of being 10% Braver was born. Sue talks about this in detail in Chapter 2 of this book. The sporting 'marginal gains' theory was cited for the success of the Great Britain cycling team at the London 2012 Olympics. Well, 10% Braver is like that and has led to so many stories of personal and professional change effected by pushing ourselves gently out of our comfort zones: it motivates us to keep up our momentum.

10% Braver means different things to different people as we smash down our internal glass ceiling, as we smash down the external glass ceiling, as we reach down and pull more women in education up the leadership ladder. As we nudge each other on, we have seen significant changes in the confidence of individuals in our community. Take one of our co-founders, Natalie Scott, as an example of being 10% Braver in action. Natalie resigned from a job that wasn't working for



her and volunteered in the refugee camps in France. She started blogging about swapping her stilettos for wellies and about meeting a boy called Spider Man in The Jungle, which resulted in her winning Tes Blogger of the Year in 2016. Another #WomenEd member, realising that she was operating at a deputy headteacher level whilst called and paid as an assistant headteacher, re-negotiated her job title and salary. Two years later she started her first headship and negotiated flexibility as she has small children. These stories fill us with hope. These stories are why #WomenEd exists. We are not fixated on data, we are focused on people. We share our stories to enable others to grow and learn from them.

Finding and using our voices is at the heart of what we stand for and who we are. It is not simply about joining Twitter, but tweeting is a stepping stone to:

- writing a blog
- publishing an article
- speaking at a #LeadMeet
- running a workshop at a regional event
- contributing a key-note at our unconference
- writing a book

Over the last four years we have watched shy women starting their careers blossom in confidence. We have seen executive headteachers pay homage to the CEOs who have guided them on their journeys. We've listened to new mums, with their babies, share how they have drawn confidence from the community to apply for a promotion whilst on maternity leave.

Through such successes and wins, we are concerned by our collective reluctance to own and celebrate our accomplishments. Women seem to be more comfortable celebrating the achievements of each other than they are for their own success. Is this another gap we need to close? We are collectively challenging and slowly closing the confidence gap and the gender pay gap, so how can we close the 'I-got-a-promotion-and-I'm-proud-of-myself-but-I-don't-want-to-look-arrogant-by-publicly-sharing-it gap'?

We encourage the #WomenEd community to share and celebrate each step they take on their leadership journeys. Our 10% Braver mantra has evolved into 10% Prouder and is developing into 10% Louder. The power of role models has been key to the success of #WomenEd and we encourage women leading in education to be brave and to do it, to be proud and to celebrate it, and to be loud and to share it to encourage and empower other women.

## COLLABORATION

Setting up regional teams so that women could be connected and supported close to where they live and work means that #WomenEd has had significant impact for individuals and is affecting systemic change through its collaborative partnerships with various organisations. Here is a snapshot of some the work we have undertaken.

## DEPARTMENT FOR EDUCATION (DfE)

We work closely with the DfE on their Women Leading in Education networks, their Coaching Pledge and their Diversity Grants. #WomenEd has a voice and has been invited to sit at

the policy table. Our impact was mentioned in the DfE's White Paper 'Educational Excellence Everywhere', (DfE, 2016: 49) and, as a result, the DfE Women Leading in Education networks and the Women in Education's Coaching Pledge were launched. We are invited to contribute to the national agenda for flexible working, return to teaching, and female system leadership.

## AMBITION SCHOOL LEADERSHIP

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#WomenEd are working with Ambition School Leadership (formerly Teaching Leaders and Future Leaders) to pilot a National Professional Qualification for Headship for a women-only group. This space enables aspiring female headteachers to cover the content, secure the accreditation, consider personal and professional needs within the role, whilst networking with other female leaders and, importantly, to lead as women.

## MATERNITY CPD

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Emma Sheppard and the team of volunteers (@maternityCPD) created a network within #WomenEd for those on maternity leave to close the confidence and skills gap on returning to work. By challenging events that are not family friendly and providing professional learning opportunities whilst on maternity leave, we can keep women who might otherwise leave the profession to stay enfranchised.

## MICROSOFT EDUCATION UK

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We are grateful for the support of Microsoft Education UK since our first unconference. They hosted us for development days and national unconferences and worked with us to reduce the gender divide in technology, so strengthening the pipeline for more women to be digital leaders.

## DAUNTLESS DAUGHTERS

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Steph Green is one of our partners focused on changing things for the next generation of women by creating images that are 'brave, diverse, joyfilled and female' (Dauntless Daughters, n.d.). Challenging stereotypes and representing women who break the mould, our collaboration with this organisation aims to change the face of the future women leading in education.

## #BAMEED, #LGBTED AND #DISABILITYED

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These are our sister grassroots organisations who are hot on our heels. In our first three years of existence we became increasingly aware of the need for more diverse faces, voices, speakers and writers to be elevated by our community. We are champions of intersectionality for which we advocate together.

## CHALLENGE

Intersectionality and unconscious bias are high on the #WomenEd agenda. Our events unveil the direct discrimination and unconscious bias that our community experiences in their roles, especially around progression, salary negotiation and returning to teaching after a career break.

The sad reality is that education may be a female-heavy sector, but leadership roles are not. The sad reality is that male leaders in the system are paid at a higher level than their female counterparts. The sad reality is that we see all white, all-male line ups ('manels') on national education stages with speakers from the same demographic. The sad reality is that women with families are forced to make the choice to leave the classroom because they do not want a full-time role or are forced to step down from leadership if they negotiate a flexible role. The sad reality is that, although we shine a spotlight on gender equality and diversity, more work needs to be done and we must look at the other protected characteristics. These are all issues with which this book is concerned.

Unconscious bias affects women leaders when applying for leadership roles, especially in science, technology, engineering and mathematics (STEM) areas. Stereotypical expectations around compliance, passivity, emotionality and resilience still exist and these are explored in Jules Daulby's chapter on gendered stereotypes. Wearing an engagement ring or having a baby bump affects our salary negotiation, which is explored further in Vivienne Porritt's chapter looking at the gender pay gap.

The glass ceiling for women in education is a reality. If we see shifts in the data for women progressing to headship, we are acutely aware that the national data hides the reality of system leadership. Data is not collated or reported on positions above the level of the named headteacher of a school, so in the case of academy headteachers, there is often an executive headteacher above them and a CEO above them. This means that, despite securing headship, the glass ceiling above some female leaders is silently being reinforced. At #WomenEd we all know and champion the women breaking through these glass ceilings, the women who are confidently and competently leading on data, timetabling, the curriculum, behaviour and digital learning. This is explored further in Claire Nicholls's chapter.

This situation is often worse for BAME (Black, Asian, Minority Ethnicities) women in education, and Sameena Choudry's chapter argues that, for these women, the glass ceiling has been replaced by one of concrete.

## CHANGE

Across 2017 and the first half of 2018 we celebrated significant successes and impact. We launched:

- an app to keep everyone abreast of our events
- a newsletter (#WomenEd online) to share updates and links
- a blog to share reflections and help women to find their voices
- a digital leadership team (@WomenEd\_Tech) to increase the number of women becoming digital leaders
- a book club (@WomenEdBookClub) as a half-termly opportunity to discuss topics in books by female authors or about women leadership, and Mary Beard joined us online for our first book discussion: *Women & Power*
- a pilot women-only National Professional Qualifications for Headship (NPQH) in partnership with Ambition School Leadership and Leading Women's Alliance

In Autumn 2017, we were shortlisted as an Outstanding Diversity Network in the National Diversity Awards, which helped us realise that our community was making a real difference. This was reiterated when we closed 2017 by being named in the *Tes's* inaugural Top Ten Education Influencers of 2017. We were delighted to be named and to find ourselves covered in the education press as far away as New Zealand as a result! We also joined other national stakeholders at a diversity roundtable chaired by Schools Minister Nick Gibb, to consult on the DfE's diversity agenda, and represented the voice of female teachers and leaders at a DfE summit on flexible working. This book, published with SAGE, enables us to share our story, mission and values beyond social media.

And yes, we did all of this alongside our day jobs. We cannot emphasise enough that our community are all volunteers. The generosity of the time and energy that members of the #WomenEd community share is humbling. The pay-it-forward mindset sees women sharing their expertise and experience to enable others to step up and lead.

#WomenEd challenges the characteristics of a modern leader as explored by Angela Browne in her chapter, which shows leaders and leadership can be different. A #WomenEd event in 2018 celebrated women who are breaking the mould by:

- embracing vulnerability
- using the resources they have
- concentrating
- opening their own school
- not knowing how to fit in
- fighting their fears
- choosing to be themselves
- doing what no-one expected them to do

Women educators who step up to lead should not be shoehorned into a man-sized mould, one they can't fill. Adapting Germaine Greer, we need to break the mould and create a female-shaped space in which we lead.

## ROLE MODEL: KAREN GILES

Values-led leaders demonstrate that you can be a leader with a soul. Karen Giles is a primary headteacher in London and a facilitator for Ambition School Leadership. I remember meeting her at one of my first NPQH sessions where she invited 64 aspiring headteachers to go for a leisurely jog around the conference room. She was immaculately dressed in a purple shift dress, matching tailored jacket and heels and gracefully leapt like a gazelle. I fell a little bit in love with her on the spot.

I was delighted Karen came to my session on The Power of Networking at the second Leading Women's Alliance event. She is an old-school networker and I am a new one, and we had a passionate discussion about Shonda Rhimes' book *A Year of Yes*. We both agreed that whilst 'Yes' is an enabler, women also need to be empowered to say 'No!'.

Karen has local, regional, national and global impact as a leader. She has taught and led in London schools for 30 years. She recently completed a part-time secondment as a Local Authority School Effectiveness Lead Professional, working with leaders in 16 schools. Karen has been a leadership facilitator and coach for more than ten years, leading and facilitating a variety of mixed-phase coaching groups and workshops as well as working with both primary and secondary participants. She served as an Ofsted Inspector from 2010-15, and has been appointed as a coach and broker for the pan-London GLA Getting Ahead programme. She was the winner of the London Region National Teacher Award for Enterprise and Innovation in 2009 and serves as an advisory board member for the Varkey Foundation in the UK and Argentina. Karen currently serves as Headteacher, a position she has held for 15 years.

## REFLECTIONS

- Why are you reading the #WomenEd book?
- How will it encourage you to be #10%braver?
- Can you identify, articulate and embody your core values as a person and a leader?
- What impact do you want this book to have on you personally and professionally?

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