Table of Contents

Introduction 1

SECTION 1: THE CONTEXT FOR EDUCATIONAL LEADERSHIP AND ADMINISTRATION (JUDITH CHAPMAN – SECTION EDITOR)

CHAPTER 1: A NEW AGENDA FOR A NEW SOCIETY 27
The Policy Context: The Learning Society and Knowledge Economy 27
The Concept of Life Long Learning 27
Provision of Life Long Learning: The Discrepancy Between Conception and Practice 31
Helping People Start Right on the Journey of Life Long Learning 33
The Governance, Management and Financing of Schools and School Systems 33
New Administrative Relationships in Schooling: Autonomy, Mutuality and the Public Good 36
Schools as Learning Organizations 42
Curriculum 46
Learning and Thinking 48
New Learning Technologies 50
Redefining the Place to Learn 52
The Learning Society and the Education Profession 54
References 57

CHAPTER 2: LAW AND THE COURTS 61
Introduction 61
Sources of Law for Education 62
The Influence of Statute Law 63
The Influence of the Common Law 64
The Influence of the Legal Culture of the Jurisdiction 65
Education, Law and the Courts: Some Examples 67
A Constitutional Issue: State Aid to Denominational Schools 67
Human Rights Legislation and Education 71
The Statutory Framework of Education: Authority and Control 73
Litigation in Education 78
Conclusion 82
Acknowledgement 83
Footnotes 84

CHAPTER 3: EDUCATION AND THE CONCEPT OF KNOWLEDGE: IMPLICATIONS FOR THE CURRICULUM AND LEADERSHIP 91
Introduction: The Design and Implementation of Reforms 91
Conceived to Achieve the Goals of Schooling 91
An Overview of the Chapter 91
Some Key Epistemological Questions and Issues for the Debate About Curricula in Quality Schools 95
Conceptions of Knowledge 96
Implications for the Education of Leaders 98
Some Recent Approaches to the Construction of Curricula and the Selection of Curriculum Content 99
Instrumental Education 99
Curriculum Implications 100
Implications for the Education of Leaders 100
‘Entitlement’ Education 101
Curriculum Implications 102
Implications for the Education of Leaders 102
Liberal Education for Human Rationality 104
Curriculum Implications 105
Implications for the Education of Leaders 106
Common Features of Such Curricula: A Criticism 107
Contrary Views: Subjectivism, Neo-marxism and Constructivism 108
Implications for Schooling and the Construction of Curricula 110
Constructivism 112
Criticisms of Historicism, Subjectivism and Relativism 113
A Functional Alternative 115
The Need for Reference to Recent Changes and Advances in Epistemology 116
The Concept of Knowledge 117
Post-empiricist Approaches to Knowledge 119
Examples of Curriculum Problems 121
Towards an Integrative Perspective 122
A Basis for Curriculum Planning in the Democratic School 125
Implications for the Preparation of Educational Leaders 126
The Moral Imperative 128
Conclusion 130
Acknowledgments 131
References 131

CHAPTER 4: DILEMMAS FOR SCHOOL LEADERS AND ADMINISTRATORS IN RESTRUCTURING 135
The Context of Restructuring 136
Restructuring, School Leaders and a Social Cognitive Approach to Dilemmas 139
The Nature of Dilemmas: Towards a Conceptualization 141
Dilemmas for School Leaders in Restructuring 145
Leadership, Role and Position (States of Mind) 149
Dilemmas Based on Specific Issues 157
Purposes and Functions of Schooling 157
Structures and Processes 158
Human Resource Management 159
Curriculum, Teaching and Learning 160
Resources 161
School Leader Reactions to Restructuring Dilemmas 162
Developing School Leaders’ Framing of Dilemmas 165
Conclusions 167
References 168

CHAPTER 5: EDUCATION REFORM, MANAGEMENT APPROACHES AND TEACHER UNIONS 171
Introduction 171
General Context 173
Reform and Restructuring: The Context of the Late 20th Century 178
The Union Response 184
Conclusion 192
References 193
CHAPTER 6: BEYOND THE BOUNDARIES: PRINCIPALS, PARENTS AND COMMUNITIES SHAPING THE SCHOOL ENVIRONMENT

Introduction 195
Overview: Changing School Environments – Changing Leadership Roles 196
Empowering Trends for Parents and Communities 199
   Parental Empowerment: Beyond Involvement 200
   Parental Choice 202
   Community School Linked Services 205
Challenges for the Environmental Leader 207
   The Principal and the In-school Community 208
   Balancing the External Environment 210
   The Principal as Link Between the Internal and the External Environments 213
Summary: Balancing the New School Environment 214
Footnotes 217
References 217

CHAPTER 7: LEADERSHIP IN A CHANGING WORLD

The Global Context 223
Shifts at National Government Level 225
Schools and the Labour Market 227
Change is not what it used to be 228
The Rediscovery of Old Values 230
Involving Parents 231
Managing New Forms of Partnership 233
The Self-improving School 236
What do Headteachers do? 237
Leadership for a New Order 242
Back to the Future 246
References 248
SECTION 2: THE DEVELOPMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION (ANN WEAVER HART – SECTION EDITOR)

CHAPTER 8: NEW DIRECTIONS IN THE PREPARATION OF EDUCATIONAL LEADERS

Introduction 251
A Brief History of University-based Preparation Programs for School Administrators 252
The Context of Reform in Administrator Preparation Programs 254
Emerging Trends in the Formal Preparation of Educational Leaders 257
Responses to Criticisms of Recruitment and Selection Processes 258
Responses to Criticisms of Program Content 261
Responses to Criticisms of Program Delivery and Standards of Performance for Students 266
Responses to Criticisms of the Selection, Employment, and Professional Development of School Administrators 271
Conclusion 272
Footnotes 274
References 274

CHAPTER 9: RECRUITMENT AND SELECTION OF EDUCATIONAL ADMINISTRATORS: PRIORITIES FOR TODAY'S SCHOOLS

Introduction 279
Factors Influencing Administrative Roles 279
    Educational Initiatives and Leadership Reconceptualization 280
    Student Characteristics 282
Administrator Recruitment 285
    Recruitment Information and Applicant Attraction 288
    Recruiter Characteristics 292
    Applicant Characteristics 294
Administrator Selection 294
    Selection Interview Research 295
    Administrator Practices 297
    Assessment Centres 298