

Table of Contents

Introduction	1
--------------	---

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

<i>CHAPTER 1: A NEW AGENDA FOR A NEW SOCIETY</i>	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
 <i>CHAPTER 2: LAW AND THE COURTS</i>	 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

<i>CHAPTER 3: EDUCATION AND THE CONCEPT OF KNOWLEDGE: IMPLICATIONS FOR THE CURRICULUM AND LEADERSHIP</i>	91
Introduction: The Design and Implementation of Reforms 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
<i>CHAPTER 4: DILEMMAS FOR SCHOOL LEADERS AND ADMINISTRATORS IN RESTRUCTURING</i>	<i>135</i>
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
<i>CHAPTER 5: EDUCATION REFORM, MANAGEMENT APPROACHES AND TEACHER UNIONS</i>	<i>171</i>
Introduction	171
General Context	173
Reform and Restructuring: The Context of the Late 20th Century	178
The Union Response	184
Conclusion	192
References	193

<i>CHAPTER 6: BEYOND THE BOUNDARIES: PRINCIPALS, PARENTS AND COMMUNITIES SHAPING THE SCHOOL ENVIRONMENT</i>	195
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
<i>CHAPTER 7: LEADERSHIP IN A CHANGING WORLD</i>	223
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)**

<i>CHAPTER 8: NEW DIRECTIONS IN THE PREPARATION OF EDUCATIONAL LEADERS</i>	251
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
<i>CHAPTER 9: RECRUITMENT AND SELECTION OF EDUCATIONAL ADMINISTRATORS: PRIORITIES FOR TODAY'S SCHOOLS</i>	279
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