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Nota di contenuto	From the contents: Acknowledgements. List of tables. List of figures -- Section 1: The Critical Role Of Leadership For Organizational Learning And Improved Student Outcomes. 1 The Critical Role Of Leadership For Organizational Learning And Improved Student Outcomes -- Section 2: Using The Book. 2 Problem-Based Learning: A Vehicle For Professional Development Of School Leaders -- Section 3: The Problem-Based Learning Package. 4 Workshop Problem/Situation Outline. 5 The Altona Case Study. 6 The Heronwood Case Study. 7 Survey Data -- Section 4: A Challenge. 8 The Survey Instruments And A Challenge To Use Them In Your Own School -- Appendixes: 1 Conditions Fostering Organizational Learning In Schools. 2 Leadership For Organizational

Learning In Australian Secondary Schools. 3 The Altona Case Study: Short Version. 4 The Heronwood Case Study: Short Version -- References. Other readings.

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Sommario/riassunto

The change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question, challenge, and debate teaching and learning issues. How to achieve such learning communities is far from clear, but we believe the areas of problem-based learning (PBL) and organizational learning (OL) offer valuable clues. The indications are that the successful educational restructuring agenda depends on teams of leaders, whole staffs and school personnel, working together (i.e., OL) linking evidence and practice in genuine collaboration (i.e., PBL). The book is unique in that it is both about and uses these two concepts.

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