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Nota di contenuto	Working for Kids; Contents; Acknowledgments; Preface; Part I: EMERGENCE OF A SCHOOL LEADER; Chapter 01: Principal; Chapter 02: Central Office and "Sabbatical"; Chapter 03: Regional and Assistant Superintendent; Chapter 04: Principal, Again; Part II: CHANGING STATES; Chapter 05: Learning the Context; Chapter 06: Determining the Work; Chapter 07: Designing and Getting Under Way; Chapter 08: Building Capacity; Chapter 09: High School Reform; Chapter 10: To What End?; Part III: LEADERSHIP FOR LEARNING; Chapter 11: Considering the Teaching of Leadership; Bibliography; About the Author
Sommario/riassunto	Much of the current discourse on improving school leadership, and particularly the performance of principals, is misguided. There is much too much emphasis on evaluation and standards as determined by policy makers and professors and not nearly enough attention to how one provides performance-driven leadership in the context of day-to-day practice.

