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PART II: WHO YOU ARE IN THE CONTEXT IN WHICH YOU WORK
4. Values, Beliefs, Vision: Where do you Stand?; Your values and beliefs about management; Your values and beliefs about teaching and learning; Personal skills, knowledge and qualities; Developing your vision for the department; Conclusion; 5. The Nature of Organisations; The context for middle management in your school; The ethos and culture of schools; Understanding the school and department; Conclusion; 6. International Perspectives; Australia; The Netherlands; Norway; Singapore; Sweden; USA; Ghana; Israel; PART III: WORKING WITH PEOPLE
7. Leadership from the Middle
Defining leadership and management; Accountability, authority and power; Vision and transformational leadership; Dimensions and tensions of leadership; Conclusion; 8. Getting the Best out of Your Staff; Developing people: the key resource; Investing in people; Motivating staff; Celebration of success; Challenge and support; Individual differences; What needs developing; Developing classroom skills; Effective staff development activities; Getting the best out of your team; Conclusion; PART IV: TEACHING AND LEARNING; 9. Talking about Good Teaching and Learning
Exploring and developing models held by colleagues
Exploring other models of teaching and learning; The purpose of identifying good teaching and learning; Communicating good practice to a wider audience; Monitoring the quality of teaching and learning within the department; Conclusion; 10. Raising Attainment Through Improving Teaching and Learning; Laying the foundations; Identifying good departmental practice; Assessing pupil progress and setting targets; Curriculum planning; Study guides; Information to parents; Learning activities; Conclusion; PART V: MANAGEMENT TASKS
11. Turning Your Vision to Action: The Planning Process
Your (private) strategic plan; Development planning; Conclusion; 12. Keeping up the Momentum: Evaluating and Monitoring Your Plans; Definition of terms; Sustaining the implementation of plans; Collecting evidence for evaluation; The development and dissemination of new practice in the UK; Conclusion; 13. Making Time for Management; The complexity of managing time; The time effectiveness skills and techniques; Managing your own feelings; Working with people; Conclusion; 14. Administration; Management and administration: The differences
Planning and record keeping routines and procedures

Classroom teachers moving to positions of increased responsibility often have very little formal training for their new role. This book provides guidelines for best practice in the necessary skills for success - planning, management and accountability.