

1. Record Nr.	UNINA9910828915503321
Titolo	Leadership for change and school reform : international perspectives / / edited by Kathryn A. Riley and Karen Seashore Louis
Pubbl/distr/stampa	London ; ; New York, : Routledge/Falmer, 2000
ISBN	1-134-58670-1 1-134-58671-X 0-203-24809-0 1-280-10802-9 0-203-46588-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (240 p.)
Altri autori (Persone)	RileyKathryn A LouisKaren Seashore
Disciplina	371.2
Soggetti	Educational leadership Educational change
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Leadership for Change and School Reform: International perspectives; Copyright; Contents; Tables and figures; Contributors; Preface; 1 Introduction: Relational leadership for change; Part I Perspectives on leadership: Leadership and change within schools; 2 Four dilemmas, three heresies and a matrix; 3 Learning through leadership, leadership through learning: Leadership for sustained school improvement; 4 The effects of different sources of leadership on student engagement in school; 5 Leadership in the creation of world - class schools; 6 Global and national perspectives on leadership Part 2 The capacity of local systems to respond to educational reform and change and rethink their local leadership role7 Caught between local education authorities: Making a difference through their leadership?; 8 Local leadership: Policy implementation, local education authorities and schools; Part 3 The leadership stage: New actors, new roles; 9 Bringing teacher organisations back into the frame; 10 The role of unions as leaders for school change: An analysis of the 'KEYS' programme in two US states; 11 Creating a school culture from the

ground up: The case of Celebration School

Part 4 Summary thoughts12 Leading towards improvement; Index

---

Sommario/riassunto

School reform is a top priority for governments today. This timely and challenging book, edited by leading international researchers, Kathryn Riley and Karen Seashore Louis, offers a rich comparative perspective on leadership for change and school reform. Contributors from North America, Europe and Australia demonstrate how school leadership is influenced by global pressures, differing national and state contexts and local concerns. They illustrate the limitations of reform initiatives which focus on school leaders to the exclusion of the many other organisations which affect school, such as n

---