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China -- Polish Successful Principals in the Realities of Educational Change Case studies -- Exploring the Professional Identities of Principals which Lead to Success beyond Effectiveness -- Beyond Effectiveness Successful Principal Leadership Leadership Team Capacity and Partnerships in a High-Needs Arizona School and District -- England TBC -- Academic leadership and collaborative work in high need contexts -- The case of a successful Mexican school principal -- What is successful principalship experiences from affluent and socially segregated schools -- Leading from the middle Cases from Norway -- Creating a world-class Catholic Primary School -- Developing students holistically in a successful Italian suburban school -- Successful principal leadership in Japan A case study of the school aiming for education for a global society -- How to unite the villagers to raise 400 children -- Multiple layer leadership in El Puntal school -- Students Learn to Appreciate Their Own Value By Recognizing the Assets of Their Community -- The Transformation of a School in a Challenging Context in San Antonio Texas -- Leadership Research Futures.

Sommario/riassunto

Arising from new research of members of the International Successful School Principalship Project, this book presents cases of school and leadership success from across 10 countries. It provides critically informed writing, informed by ecological systems theory, which questions the uncritical application of single lens, adjectival leadership models, challenges critical theorists' views of teachers' and leaders' as necessarily compliant with so-called neoliberal policy agendas. In their place, the chapters provide compelling evidence not only of who successful leaders are and what they do, but how they do it as they meet and manage the challenges of building and sustaining success in uncertain times in a range of cultures and social contexts. In these schools, principals assert their broad educational values, professional identities, agency and resilience, drawing upon a range of strategies, technical and human relating qualities and skills in building and sustaining success for all. Whilst they acknowledge the influence of cultural, policy, and community contexts, they are not oppressed by these. The chapters provide a brief description of country and school contexts, the life and work of the principal, their leadership strategies and how they contribute to teacher wellbeing and teaching quality, leadership development in others, pedagogical leadership, cultures of trust, and community engagement. There is also consideration of how school leaders manage tensions and dilemmas, how success differs from effectiveness, and the characteristics and qualities of leaders that lead to success. It is a book which will stimulate school leaders and aspiring school leaders to consider more deeply their own work and its directions. For researchers and system leaders, it provides multi-level, multiple perspective case studies as part of the largest international educational leadership project ever undertaken. It is a 'must read', rich, timely professionally connected book.
