Whereas common terms such as "instructional leadership" reduce learning to "outcomes," leadership for learning embraces a much wider, developmental view of learning. This means changing the way school leadership is developed and supported. It implies improving incentives to make headship in particular more attractive for existing heads and for those who will be taking up school leadership positions in the future. And it implies strengthening training and development approaches to help leaders face these new roles. One of school leaders' new roles is increasingly to work with other schools and other school leaders, collaborating and developing relationships of interdependence and trust. System leaders, as they are being called, care about and work for the roles and responsibilities in the Primary School: Changing Demands, Changing Practices. Exploring the Link Between Distributed Leadership and Job Satisfaction of School Leaders.


Phil Harris - 2010 -