Notes on Contributors	X	iii
Leading and Managing in Education: Nat International Trends and Contexts	ional and	1
Marianne Coleman and Peter Earley		
Introduction		1
1 Theories and Practice of Leadership: An Marianne Coleman	Introduction	6
Introduction and learning outcomes		6
Leadership, management, administration and	policy—definitions	6
Theorising leadership	bnandenest testinomos one adimp	8
Styles of leadership	ne cultural world in communities	4
Training and development for leadership	nouselous 2	23
Summary	2	24
2 The Cultural Context of Educational Lead Marian Shaw	lership 2	6
Introduction and learning outcomes	awarana mil 2	26
Cultural context	esmostilo grienalism notaubori 2	27
Theoretical perspectives	Shebitel for concede not beamed an emergism 2	28
Applying cross-cultural theory to educational	leadership 3	33
Theory-interrogation from a cross-cultural per	rspective 3	38
Conclusion	igotommit bas halvetelli to play batt-ginerant z	14
Summary	6365ullianimas of been elle brid	15
3 Organisations: Power, Structure and Cult	ture 4	17
Marianne Coleman		
Introduction and learning outcomes	Koranya Alley ono Ana Koranis	17
What is an organisation?	A collection and learning outcomes	17
Power and the organisation	noticoulse to constroyall are	51
Organisational structures	sons a motor off gally action a	51
Organisational culture	earlying yearners' thanking and proctice	53
Summary	de la companya de la	54

4 Decentralization, Autonomy and School Improvement Lesley Anderson	66
Introduction and learning outcomes	66
Terminology Decentralization	67
	68
Autonomy in education	73
Accountability	75
Markets, choice and equity in education Leading and managing in a decentralized system Autonomous schools and school improvement	76
	78
	80
Summary	82
5 Learning and the External Environment Philip Woods	personal to exitage the sector and the
Introduction and learning outcomes	83
Education in context	84
Governance	86
Families and communities: diversity and	
the cultural 'work' in communities	92
Participation	94
Summary	100
6 'Remote' Leadership and Cultural Change Tim Brighouse	102
Introduction and learning outcomes	102
Birmingham: its context for educational leadership	102
Time and geography: the difference between	
the LEA and the school	105
Leadership—the role of historian and futurologist	
and the need to communicate	108
Summary	113
7 Reform, Improvement and Change Kathryn Riley and Anil Khamis	nameloo amanal115
Introduction and learning outcomes	115
The importance of education	500 September 116
Understanding the reform agenda	117
Changing teachers' thinking and practice	119
Lessons from the three case studies	131
Summary	133
Acknowledgements	133
Endnotes	133

8 Educational Effectiveness Pam Sammons, Anil Khamis and Marianne Coleman		
Introduction and learning outcomes	135	
What do we mean by effectiveness? What is effectiveness research?		
		The processes associated with school effectiveness Key issues related to ineffectiveness Multi-level effectiveness Criticisms of school effectiveness research
145		
146		
148		
Summary	150	
9 Evaluation in Education Marianne Coleman	152	
Introduction and learning outcomes	152	
What do we mean by evaluation?	152	
The tools of evaluation	156	
Evaluation and values	157	
Internal and external evaluation	160	
Summary	165	
10 Financial and Material Resources for Learning Derek Glover and Rosalind Levačić	167	
Introduction and learning outcomes	167	
Criteria for evaluating resource management in education	168	
A framework for understanding resource management in ea	ducation 170	
Public and private sector roles in the financing and provisio	n of education 171	
The allocation of funds to educational organisations	173	
Allocating resources within an organisation	174	
Monitoring, evaluation and financial control	182	
Asset management	184	
Conclusion	185	
Summary	186	
11 Human Resources for Learning David Oldroyd	and Hond of the Manager 187	
Introduction and learning outcomes	187	
Two dimensions of HRM	187	
HRM in the broader context	189	
A rational approach to HRM	190	
Staffing the organisation	pertices and war-walling 191	
Performance management	192	
Managing development and succession	195	
An efficacy model of soft HRM	196	

Personal efficacy		197
Individual professional efficacy		198
Collegial professional efficacy		201
Developing resourceful leadership for learning		203
Summary		206
12 Leading for Effective Learning Eileen Carnell and Caroline Lodge	stocesses associated with achoes effect	208
Introduction and learning outcomes		208
What do we mean by learning?		208
Three models of learning		212
Effective learning		215
Leading for effective learning		218
Norms in an organisation		220
Summary		225
13 Continuing Professional Development: The Peter Earley	Learning Community	227
Introduction and learning outcomes		227
People matter		228
What is professional development?		229
Managing and leading CPD		233
Learning communities		244
Summary		249
Endnote—Leading for Learning and Improvemen Peter Earley and Marianne Coleman	to end private sector roles in the flaunch c and private sector roles in the flaunch floorbon of funds to advantional organ	251
Glossary	eting resources within an organisation toring, evaluation and financial control	254
References	. Inemegenero	258
Index	Area	281