

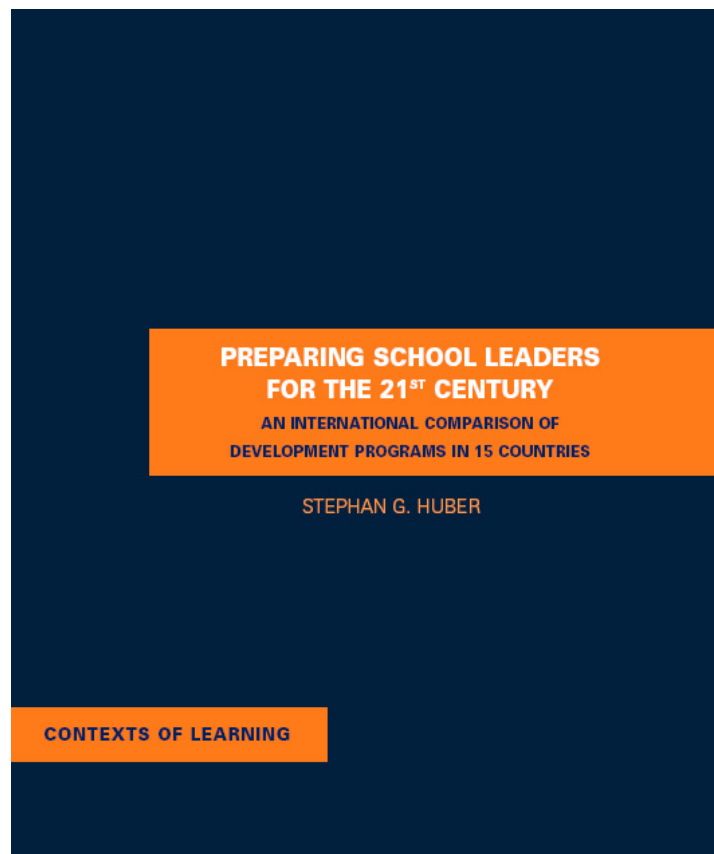
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PREPARING SCHOOL LEADERS FOR THE 21st CENTURY: AN INTERNATIONAL COMPARISON OF DEVELOPMENT PROGRAMS IN 15 COUNTRIES

CONTEXTS OF LEARNING

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The quality and success of schools depend upon school leadership. Increasingly, in many countries worldwide, this belief has led to designing and implementing appropriate training and development programs for educational leaders. In an international comparative research project, current school leader training and development programs in 15 countries of Europe, Asia, Australia, and North America are analysed, compared, and discussed.

PREPARING SCHOOL LEADERS FOR THE 21st CENTURY

STEPHAN G. HUBER

Preparing School Leaders for the 21st Century provides insights, constructive ideas, and guidance for two groups of people: those planning and carrying out school leadership development in different countries, and those conducting research in this field. The book consists of four parts:

Part I reflects on roles, tasks, competences, and conceptions of school leadership. It explores the changing context in which school leaders find themselves, with a focus on the new demands on the school leaders and on the complex amalgam of school leadership competence, and elaborates on relevant leadership theories.

Part II provides a comparative discussion of the various leadership development models, based on a set of carefully selected criteria. Among these are the respective program's provider(s), its target group(s), the timing, the nature of participation, and the program's professional validity, its aims, its contents, the teaching strategies and learning methods, and the pattern in terms of time structure. In describing common issues and challenges, this part also explores common solutions, and considers what the different countries might be able to learn from one another.

Part III identifies current international trends deduced from the programs that are discussed. Moreover, nineteen recommendations for designing future programs are made, and instructive examples of best and promising practice are given.

Part IV comprises country reports that provide information about the educational systems and school systems of those countries. These well-structured reports cover recent changes and their impact on school leadership, the overall school leader training and development approach, and, above all, 22 current school leader training and development programs.

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