

# New directions in school leadership

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Different approaches to conducting and theorising school leadership have become a major preoccupation within school systems throughout the world. This reflects the importance placed upon school-level education and the belief that leadership issues can play a big part in increasing the effectiveness of pupil's learning. This paper re-visits some findings from an earlier review and examines them in the light of more recent research both within education and from other fields, where leadership models have come under close scrutiny. The paper will argue that much is to be gained from sharing insights into leadership across different areas of professional activity and illustrate some of the benefits of such an approach.

**Keywords:** *school leadership; school management; leadership models*

## Introduction

There is little doubt about the importance of schooling and the search for key factors in the success of schools is an international preoccupation (Barber and Mourshed 2007). In such a context it is no surprise that school leadership has become a focus of much attention in countries throughout the world. In this paper we want to review the conclusions of an earlier UK review of school leadership research by Earley et al. (2002) and revisit some of its key themes in the light of more recent research and insights from recent work on leadership in areas other than education.

We consider that in the past there has not been nearly enough cross-fertilisation of ideas from the research on leadership in different fields, and argue that there is much to be gained from looking for new insights beyond the highly specific area of school leadership. A similar argument applies to looking at the international literature and drawing in ideas from countries other than the UK. Thus our aim is to survey a broad set of ideas about leadership in the public and private sectors, as well as within the literature on organisational development and on the culture of the workplace. Along with that work we also want to reflect upon how school leaders can successfully extend their own professional learning in relation to leadership techniques and philosophies, and the use of these in their own specific school settings. Other reviews that followed Earley et al. (2002), such as those by Lambert et al. (2002), MacBeath (2003), Hallinger (2003), Glatter (2004), and Southworth (2004a), also give grounds for asserting that thinking about school leadership in the

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# Reflections Of First Year Teachers On School Culture

## Vol 11 New Directions For School Leadership

**IM Harris**



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