School leadership and leadership development: Adjusting leadership theories and development programs to values and the core purpose of school

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Abstract
This paper looks at the central role of school leadership for developing and assuring the quality of schools, as corroborated by findings of school effectiveness research and school improvement approaches. Then, it focuses on the growing importance placed on activities to prepare school leaders due to the ever-increasing responsibilities they are facing. In many countries, this has led to the design and implementation of extensive programs. In this paper, international trends in school leader development are identified. As regards the aims of the programs, it becomes obvious that they are increasingly grounded on a more broadly defined understanding of leadership, adjusted to the core purpose of school, and based on educational beliefs integrating the values of a democratic society.

Keywords
Schools  Leadership  Development  Educational philosophy  Integration

Citation

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The New School Rules (NSR) Leadership Institute is designed for education leaders who want to improve how their teams collaborate, make decisions, and achieve their goals. Exceptional teachers and leaders are needed throughout the school system, and replacing their talent and skills is challenging. Because negative cultures drive away the best, it is essential to have innovative educational leadership that sustains a healthy and quality school and district culture that compels talented teachers and staff to stay. To learn more about talent retention, check out the following resources. This review demonstrates that school leadership development has expanded since the 1950s in terms of purpose, providers, pedagogies, content, and research approaches. In addition to discussing the strengths of the research, the analysis reveals various limitations in how school leadership has been investigated. For example, this review finds that the research does not sufficiently capture the fact that leadership development takes place across settings and over time, and that it involves interactions with several actors and pedagogical tools. The author argues that the theoretical and methodol