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The IJAISL is an intellectually

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reviewed journal of present-day research in quantitative accounting, information science and qualitative leadership skills. Analyses relying on organizational size, statistical financial performance, and various

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operationalizations of leadership composition, will present evidence of methodical control structure and demonstrate consistency in results. Examinations of meta-analyses of empirical work in accounting, information

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processing and leadership, useful for the understanding of their respective behaviors regionally as well as internationally, is the core of this journal.

This edited volume provides managers, as well as students,

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with the best practices in effectively leading the 21st century workforce and managing change. It applies positive principles arising from the newly emerging fields of positive psychology, positive change, and

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positive organizational studies to the field of leadership and change; offering managers strategies and tools to lead change effectively, in the present-day boundary-less work environment. At its most fundamental level, the uniqueness

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of this volume lies in its anchorage in the moral and spiritual dimension of leadership, an approach most relevant for contemporary organizations. School Leadership for Refugees' Education examines how

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educational leaders shape and lead different practices to meet refugee students' educational needs, while also considering issues of equity and social justice. It presents cutting-edge theoretical understanding and



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rich first-hand research findings, which point out the local idiosyncrasies and cross-national themes involved in leading welcoming schools for newcomers. The book provides a global analysis of policy guidelines

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and up-to-date research findings concerning refugee education.

Vast populations have been forced to leave their homelands in recent years due to war, political conflict and economic collapse. The countries that provide sanctuary

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need to ensure quality education that will allow these destitute but hopeful children to build a new future. Through this book a comprehensive model is presented to guide culturally relevant educational leadership to welcome

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newcomers in their schools and society. This book will be of great interest for academics, researchers, and postgraduate students in the fields of educational leadership, social justice education and educational

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administration.

This authoritative handbook examines the community, district, and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership

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practices that foster social justice, equity, and advocacy for those who have been traditionally and historically underserved in education. The handbook's ten sections cover topics as diverse as curriculum, instruction, and

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educational outcomes; gender, race, and class; higher education; and leadership preparation and support. Its twenty-nine chapters offer both American and international perspectives.

A Practical Guide for Workplace

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Transformation

Successful School Leadership

Vol.7, No.2

7 Leadership Myths in Ashes

Global Perspectives on

Educational Leadership Reform

The International Journal of



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Indian Psychology, Volume 4,  
Issue 2, No. 86

Nielsen presents the "peer-based" organization, which uses rotating peer leadership councils and cross-functional task forces to manage the organization's work

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This book examines leadership in a practical way by helping principals, heads, teachers and parents establish their roles and responsibilities and get to grips with the unique leadership requirements of schools.

This book develops a new paradigm in

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the field of leadership studies, referred to as the "leadership-as-practice" (L-A-P) movement. Its essence is its conception of leadership as occurring as a practice rather than residing in the traits or behaviours of particular individuals. A practice is a

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coordinative effort among participants who choose through their own rules to achieve a distinctive outcome. It also tends to encompass routines as well as problem-solving or coping skills, often tacit, that are shared by a community. Accordingly, leadership-as-practice is

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less about what one person thinks or does and more about what people may accomplish together. It is thus concerned with how leadership emerges and unfolds through day-to-day experience. The social and material contingencies impacting the

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leadership constellation – the people who are effecting leadership at any given time – do not reside outside of leadership but are very much embedded within it. To find leadership, then, we must look to the practice within which it is occurring.

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The leadership-as-practice approach resonates with a number of closely related traditions, such as collective, shared, distributed, and relational leadership, that converge on leadership processes. These approaches share a line of inquiry

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that acknowledges leadership as a social phenomenon. The new focus opens up a plethora of research opportunities encouraging the study of social processes beyond influence, such as intersubjective agency, shared sense-making, dialogue, and co-



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construction of responsibilities.

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science. The journal is an international electronic and print journal published in quarterly.

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Global University President  
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*"This book unlocks  
mysteries surrounding  
university presidents.  
Presidents have a large  
and growing influence on*

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*world and academic  
affairs. Yet until now  
little has been revealed  
about how they enact  
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academic energy, and*

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*their views on higher education. This book sheds light on these critical topics, revealing insights from in-depth interviews with presidents of nineteen*

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*globally focused  
universities from  
thirteen countries. The  
book presents the  
interview transcripts  
and surrounds these with  
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*commentary. Underpinned by leadership theory and framed by analysis, the book provides glimpses into how top leaders think, how presidents manoeuvre through their*



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*careers, how leaders form and run productive teams, and opportunities for research and innovation. Common themes and challenges are identified. The*

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*presidents' reflect on  
university landscapes,  
strategic outlooks, the  
formation of executive  
teams, online teaching,  
funding, industry  
engagement,*

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*sustainability, grand  
challenges, and  
interdisciplinarity.*

*This book is for  
professionals and  
scholars who are  
interested in education,*

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*universities, public  
policy, science and  
humanities, and global  
affairs"--*

*'This is a very good and  
much needed book.*

*Written by a very*

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*experienced researcher  
and teacher in the  
education leadership  
world it brings together  
a wealth of  
understanding and  
insights in the field of*

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*leadership and  
management development  
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' [T]his book is an  
excellent survey of*

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*practice on a truly  
international scale  
which many will find  
valuable' - Educational  
Management  
Administration and  
Leadership 'Few people*

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*could be better  
qualified to write about  
this topic than Tony  
Bush. The book draws on  
a wealth of experience  
and detailed research.  
Typically, it is*



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*extremely well  
structured, written with  
great clarity, and  
combines the highest  
levels of scholarship  
with an accessible style  
that will enable it to*

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*appeal to a wide audience. This is a book that many in the field have been waiting for' - Professor Mark Brundrett, Professor of Educational Research,*

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*Liverpool John Moores  
University, Liverpool*

*'This book is far and  
away the best  
international  
comparative study of  
leadership development*

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*for schools. There are  
countless books  
highlighting the  
importance of leadership  
but none have  
satisfactorily gone to  
the heart of the issue,*

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*especially for developed  
and developing  
countries, and Tony Bush  
has done it here. It is  
a sure guide to  
policymakers,  
practitioners and*

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*researchers who want to  
make a difference' -  
Professor Brian J.  
Caldwell, Managing  
Director of Educational  
Transformations and  
former Dean of Education*

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Melbourne, Australia  
Leadership is critical  
to educational  
development and specific  
preparation is vital if  
leaders are to maximise*

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*their effectiveness. In this major new text, Tony Bush draws on his extensive international experience and research to examine the case for leadership development*



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*and assess the different  
modes of preparation  
used in Europe,  
including the U.K.,  
North America, Asia  
Pacific, Australia, New  
Zealand and Africa. He*

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*also examines research  
on how leadership  
impacts on school and  
student outcomes and  
considers future  
directions for  
leadership and*

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*management development  
in education. This text  
is essential reading for  
students of educational  
leadership and  
management as well as  
for policy-makers,*

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*headteachers and  
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leadership development  
programs and  
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*processes intended to  
prepare and develop  
prospective and  
practicing educational  
leaders into leadership  
positions and examines  
issues that affect*

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*leaders serving in the  
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*Psychology, Volume 4,*

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*Issue 1, No. 75*

*Responsible Leadership  
and Ethical Decision-  
Making*

**Leader-member exchange (LMX)  
is the foremost dyadic theory in  
the leadership literature.**

**Whereas contemporary leadership theories such as transformational, servant, or authentic leadership theories focus on the effects of leader behaviors on employee attitudes, motivation, and team outcomes, relational leadership theory views**

**the dyadic relationship quality between leaders and members as the key to understanding leader effects on members, teams, and organizations. This approach views trust- and respect-based relationships as the cornerstone of leadership. LMX has grown**

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**from a new theory in the 1970s to a mature area of research in 2015. Interest in this theory has increased rapidly over the past four decades, and the pace of research in this area continues to accelerate dramatically. The Oxford Handbook of Leader-**

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**Member Exchange takes stock of the literature to examine its roots, what is currently known, what research gaps may exist, and what areas are in need of the most urgent research.**

**"Hartley and Benington's Leadership for healthcare offers a**

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**fresh and compelling approach to understanding leadership as part of a wider frame of organisational issues. Their six-part leadership framework provides a useful means to draw down key lessons from the wider leadership literature into the healthcare**



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**setting."-John Storey, Professor  
of Management, The Open  
University Business School  
"Never before has leadership  
been such an important lever for  
reform in health and healthcare.  
This important work provides a  
clear framework to understand**

**healthcare leadership. It is also sensibly grounded in the complex adaptive system of delivering health and healthcare. This work is a refreshing departure from many other simplistic approaches which see leadership merely as a response to context rather than a**

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**complex dynamic process."-Dame Yve Buckland, Chair, NHS Institute for Innovation and Improvement. Writing, advice and training on leadership is growing at a vigorous rate with various frameworks now competing for attention. Having a**

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**clear sense of which leadership ideas and practices are rooted in sound theory and convincing evidence, and which are more speculative, is vital for healthcare leaders. This book provides a coherent set of six lenses through which to scrutinise the leadership**

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**literature relevant to healthcare - leadership concepts, characteristics, contexts, challenges, capabilities and consequences. It offers a view of leadership beyond the traditional focus on the individual, and argues instead that leadership**

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**has to be understood and developed as a complex set of practices by many people within specific organisational and inter-organisational contexts and cultures. This framework is particularly valuable in the highly dynamic and changing context of**

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**the public and voluntary sectors generally, and of the NHS and the field of healthcare specifically. Leadership for healthcare will be useful not only to those who have a formal or informal leadership position in a healthcare organisation, but also to those in**

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**government, education, housing,  
leisure services, the police, fire  
services and the voluntary sector.  
In Global Servant-Leadership:  
Wisdom, Love and Legitimate  
Power in the Age of Chaos,  
leadership scholars and  
practitioners from around the**



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**globe share their insights on servant-leadership philosophy, representing diverse contexts and cultures, and reflecting a variety of approaches to servant-leadership through cutting-edge research, conceptual models, and practice-oriented case studies.**

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**The contributors to this collection address some of the most significant leadership challenges of the twenty-first century to reveal a path toward more healthy and sustainable individuals, families, organizations, and nations.**

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**and family crises of contemporary polarized nation states.**

**This book both acknowledges the complexity emerging from the three main components of leadership--the leader, the led, and the environment--while providing a sound, foundational**

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**structure in which the complexity of this area of study can be better understood.**

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This book torches seven leadership myths: 1) Leadership entails taking charge of people. 2) Leaders are transformational, managers transactional. 3) Leadership is a set of skills that anybody can develop. 4) Leaders require emotional intelligence



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The traditional leadership styles of the  
past are underperforming in a world

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of continuous transformation. Those that recognise this and learn how to lead beyond their ego will become emotionally intelligent and ethical leaders who are able to build strong, collaborative relationships, and create a caring, sustainable and performance

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presents new empirical studies; Part II  
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*international forum on conceptualizing  
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*on the exchange of information  
between different aspects of  
sustainability in higher education. This  
book includes chapter contributions  
from authors who have provided case  
studies on various areas of education  
for sustainability. focus on*

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*sustainability present studies in aspects  
related with higher education explores  
a variety of educational aspects from  
an sustainable perspective*

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*This book is comprised  
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*life a number of the  
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including corporate  
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integrity,  
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*'transformational'  
leadership in school  
restructuring contexts,  
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book offer a highly  
readable account of such  
leadership grounded in a*

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empirical evidence.  
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authoritative compendium  
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worldwide. What is  
educational leadership?  
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trends, questions, and  
social forces most  
relevant to the current*

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*state of education? What  
are the possible futures  
of education, and what  
can educational  
leadership contribute to  
these futures? To  
address these questions,*



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*and more, editors Duncan  
Waite and Ira Bogotch  
asked distinguished  
international thought  
leaders on education to  
share their insights,  
observations, and*

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educational leadership  
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Leadership brings*

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*together contributions  
from authors in twenty-  
one countries, spanning  
six continents. Topics  
examined include  
leadership and  
aesthetics, creativity,*

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Big Data and technology,  
neoliberalism, emerging  
philosophies and  
theories, critical  
democracy, gender and  
radical feminism,*

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*political economies,  
emotions,  
postcolonialism, and new  
directions in higher  
education. A must-read  
for teachers,  
researchers, scholars,*

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*and policy makers, this  
Handbook: Champions  
radical pluralism over  
consensus and  
pseudoscientific or  
political solutions to  
problems in education*

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*Embraces social,  
economic, and political  
relevance alongside the  
traditions of careful  
and systematic rigor  
Challenges traditional  
epistemological,*

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*cultural, and  
methodological concepts  
of education and  
educational leadership  
Explores the field's  
historical antecedents  
and ways in which*



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*leadership can transcend  
the narrow disciplinary  
and bureaucratic  
constraints imposed by  
current research designs  
and methods Advances  
radically new*

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*possibilities for  
remaking educational  
leadership research and  
educational institutions  
Culturally Responsive  
School Leadership  
focuses on how school*

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*leaders can effectively  
serve minoritized  
students—those who have  
been historically  
marginalized in school  
and society. The book  
demonstrates how leaders*

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*can engage students,  
parents, teachers, and  
communities in ways that  
positively impact  
learning by honoring  
indigenous heritages and  
local cultural*

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*practices. Muhammad Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is*

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*essential to successful  
school leadership.*

*Second, that cultural  
responsiveness will not  
flourish and succeed in  
schools without  
sustained efforts by*

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*school leaders to define  
and promote it. Finally,  
that culturally  
responsive school  
leadership comprises a  
number of crucial  
leadership behaviors,*

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*which include critical  
self-reflection; the  
development of  
culturally responsive  
teachers; the promotion  
of inclusive, anti-  
oppressive school*



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*environments; and  
engagement with  
students' indigenous  
community contexts.  
Based on an ethnography  
of a school principal  
who exemplifies the*

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*practices and behaviors  
of culturally responsive  
school leadership, the  
book provides educators  
with pedagogy and  
strategies for immediate  
implementation.*

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Leadership Challenge*  
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British Educational  
Leadership, Management,  
and Administration Society  
(BELMAS), and the  
Commonwealth Council for  
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***and Management (CCEAM),  
this is the first book to  
provide a comprehensive  
and comparative review of  
what is known about the  
preparation and  
development of primary and***

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***secondary school leaders  
across the globe. It  
describes current issues  
and debates and offers an  
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