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Public Health Department Illinois American Poultry School Great Britain. Parliament American Lung Association United Provinces of Agra and Oudh (India).
Provincial Reforms Committee

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the ubiquitous science department occupies an unusual position in most secondary schools traditionally they have been part of the organisational structure of schools with administrative responsibilities over room allocations teaching assignments and the management of laboratory equipment these are important roles but they only tell half the story science teachers are more than members of an organisational structure they are also members of a science education community which is shaped by their shared understanding of science the science department as community also possesses a pivotal if undervalued role in teacher professional learning this book conceptualises professional learning as the engagement of teachers in a virtues based personal reflection and or public discourse around the episteme techne and phronesis in the spaces in between the metaphors of understanding community meanings practice and identity as such it speaks to heads of science departments school administrators and those with an interest in leadership within schools

this book provides a unique map of the focus and directions of contemporary research on school leadership since 2000 in 24 countries each of these directions has its own particular cultural educational and policy history taken together the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals and their contributions to the improvement of teaching and the learning and achievement of students the particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country this collection is an important addition to existing international research that has shown beyond any reasonable doubt that the influence of school principals is second only to that of teachers in their capacity to impact students progress and achievement and to promote equity and social justice

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