



Distributed Leadership According to the Evidence

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Although not new, the concept of distributed (shared) leadership has re-emerged in recent years as one highly promising response to the complex challenges currently faced by schools. Responding productively to these challenges far exceeds the capacities of any individual leader. If schools are to flourish in the future, they will need to enlist the collective expertise of many more of their members and stakeholders than they have in the past. The purpose of this volume is to both present and synthesize the best available evidence about the nature, causes, and effects of distributed school leadership. The book also clarifies common misunderstandings about distributed leadership and identifies promising implications for practice and for future research. Key features include...

Expertise – Written by the most active and widely respected scholars engaged in research on distributed leadership, the book encompasses the very latest knowledge about the nature, causes and consequences of such leadership in schools.

Comparative Models – The book compares various approaches to distributed leadership and examines the conditions under which some approaches may be better than others in improving schools.

Evidence-Based – Much of the popularity of distributed leadership is rooted in expectations unsupported by systematic empirical evidence. Virtually all of the available evidence about distributed approach to leadership can be found in this book.

This book is appropriate for researchers studying school leadership, instructors and students in graduate-level school leadership courses and practicing administrators at the district and building level.

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Editorial Review

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