



Exploring School Leadership in England and the Caribbean: New Insights from a Comparative Approach

Paul Miller

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- What drives school leaders?
- What do they do on a day to day basis?
- What helps or constrains their decision-making?
- What keeps them focused amidst challenges?

Rather than applying theory to practice, *Exploring School Leadership in England and the Caribbean* draws on how school leaders practice and experience their own leadership. Paul Miller draws on case studies from Jamaica and England to explore what it means to be a school leader and explores a wide-range of issues, including accountability, performativity, inclusion and multiculturalism, technology, staffing and resourcing decisions.

While no two school leaders will have identical experiences as a school leader, Paul Miller draws on the first-hand accounts of school leaders to show that regardless of school size, type and location there are a number of common experiences and themes. Miller acknowledges that the practice of school leadership is occurring in an uncertain economic environment, buoyed by a fast paced policy context where by targets linked to national economic development are the new normal. He concludes that school leadership is a continuous balancing act driven by and experienced through an "Economic-motor model?? of schooling- which he proposes.

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