

Book Review

Title of Book:	Leading and managing education: International Dimensions
Author:	Foskett and Jacky Lumby and edited by Tony Bush
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The book “*Leading and managing education: International Dimensions* (2003, Paul Chapman Publishing), written by Nick Foskett and Jacky Lumby and edited by Tony Bush, advocates that educational leaders and managers are encouraged to think internationally, and to look around the world to see what is happening and to learn from others. The words like globalization, national, and international are missing from our lives and are in danger of losing their meanings. Authors in this book tried to provide a rigorous international perspective about leadership and management in education.

The current book is an extension of volume *Educational Management: Research and Practices*. The book is divided into seven sections and they are further subdivided into various chapters. Section A is about the introduction and global patterns of leadership and management. Whereas, section B is about learners and learning and provides a synopsis of the management, teaching, and learning, highlighting key issues in the management of learning outcomes and passion for the quality. Moreover, the section C of the book is about communities and people serve in educational institutions. On the other hand, it focuses on managing people in education, issues on the performance of people, manage internal and external relations, and relations with communities and parents. However, section D moves towards strategy and resources keeping in the view the strategic planning and management of resources in schools. Furthermore, section E describes learning future and widening participation which looks at different issues related to policy and systems for the achievements of learning organizations. Finally, section F concludes the review of different leadership practices from different parts of the world.

This book explores those people who play a key role in education such as teachers, policymakers, and administrators of schools and colleges. The book offers inspiration to practices and aims of education beyond its

limitations of local and global parameters. It is hard to think out of the box and outside patterns established by cultural practices and societies. There is great concentration needed to see cultural assumptions and constant attentiveness for education. The book demonstrates and challenges authority to perceive things differently and balance dominant perspectives that are drawn from the western world.

Therefore, this book offers opportunities for those who wish to recognize good practices globally and help leaders and managers to locate their thinking according to their context and culture. Thus, this book provides a conceptual understanding of leadership and management and demands educators to think outside of the box and their habitual thinking, to view beliefs in wider perspectives regarding international educational context and practices.

The first chapter focuses on international patterns and contributions of leadership and management with a political, cultural, and economic lens. This chapter is helpful for teachers and students to have international perspectives about their roles and responsibilities. This chapter concludes that governments should promote the development of educational leadership and management practices in schools and organizations. The second chapter is regarding learning and teaching which is the most critical in the field of education. Educational leadership and management support learning and teaching directly or indirectly to achieve aims and objectives. It also focuses on the change in the field of education by rethinking the nature of teaching and learning. This chapter considers the various stakeholders' expectations of education, shifting paradigms, learning, and teaching, resource implications, changing roles and changing power.

However, the third chapter indicates about managing learner outcomes where outcome-based education is focused. This highlights the nature of learner outcome, school effectiveness, improvement, movements, and impacts of schools and colleges on students. Chapter four focusses on quality, it largely emphasizes on the theory and practice of raising quality which is still an issue in various countries; primary education access assurance and ensuring the commitment of youth for more years towards education are the examples. This chapter represents adopted approaches towards access and assurance for the quality of education, i.e. learning and teaching. Chapter five discusses the effective management of people. This chapter throws light on the management of tasks, goals, and the educators' working conditions, as well as the dominant paradigms and impact of cultural leadership. Chapter six focuses on the management and performance of people where it is highlighted that people's performance will be better if their pay and conditions will be improved and motivation will help teachers as an appraisal of their performance.

Chapter seven focuses on creating and maintaining a strong relationship outside the school, these relationships can be transactional,

relationship-based, and public accountability. Moreover, effective communication is the key to develop these relationships outside school. Chapter eight moves toward a specific local community especially parents. A variety of strategies are given to make a strong relationship with parents and the local community in order to improve educational quality. In chapter nine, author discusses the role of strategy and planning for effective leadership and management because the world now focuses on a new trend that is to empower the policy implementers to formulate and plan strategies for the transformation of their schools. However, in many contexts of the world political influence involved in the necessity for the planning. The authors have answered the very basic question about planning such as what is planning to enhance the understanding about planning and policy among leaders and managers. Besides, it clarified the misconception about planning related to the teaching and learning process. The author identifies the different types of planning and relates planning with strategic planning which is “a process that aligns values, goals, resources, and actions with the environment, to arrive where the organization wishes to be in anything from one to 10 years” (p. 199). Authors discuss that the aim of the planning is the accomplishment and enhancement of learner’s experience and achievement but at the same time it is not the primary purpose of the planning but to accommodating the requirements of funding agencies.

Chapter 10 highlights major points about resource management in which the author has identified three main factors for the resource management which are a requirement for the normal resource management “financial resources; physical resources, including buildings, plant and learning support resources; and human resources, including teaching, managerial and support staff.” (p. 129). Further, authors have given a model through which resource management can be successful, this model consists of elements: i) Resource acquisition, ii) Resources allocation, iii) Resources application, and iv) Evaluation. Moreover, centralized and decentralized models of resource management are also given which has a major impact on schools’ effectiveness. Additionally, the authors describe effectiveness as the degree to which the intended outcomes of any organization are achieved. Authors describe that the meaning and concept of effectiveness may also differ from region to region in the world. Further, in the eleventh chapter of the book, self-management is discussed which promotes a decentralized system of school management.

The book also indicates the gaps of the first-generation research where researchers failed to show a link between the self-management model and students’ achievement but later on it was shown. The authors explain self-management as a challenge for the educational leaders and the policy developers as well. However, again authors clarify this mechanism concerning specific contexts of the world. In general, the authors have discussed different leadership styles and their varied applications as per the

context but put more emphasis on instructional leadership in the book. The authors have also discussed that leader does not affect students' performance. Along with this, they have also highlighted that the philosophy of research is to get intense information about school leaders, as the researchers select a paradigm between positivists and the interpretivism approach. However, both approaches have its drawbacks such as positivist lacks in distinguishing difference in practices while interpretivism provides individual practices. But the selection of particular paradigm is dependent of the research question and the researcher's personal choice.

This book has provided a new perspective of knowledge keeping in mind the different approaches of the educational leadership and management practiced in various parts of the world. The best thing about this book is that authors have cited the example of developing countries as well. The book is written using empirical and theoretical knowledge of leadership and management, nevertheless, the book is a great resource for all researchers, evaluators, classroom practitioners, teachers, administrators, head teachers, school officers, and education officers. Overall, the effectiveness of this book is to help teachers and other stakeholders of school/colleges and to have in-depth knowledge about leading and managing educational institutions. This book also has a greater impact on educational leadership and management perspectives and practices because of knowledge and examples of the field from all over the world. However, on the analysis of forty research studies, the authors have concluded that there is not any single leadership paradigm that is useful for all contexts in the world, they vary with contextual needs

Reference

Foskett, N., & Lumby, J. (2003). *Leading and managing education: International dimensions*. Sage.

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