

INTRODUCTION

Educational systems all over the world face very complex and demanding challenges and have to transform continuously in order to answer them. The issue of educational management and leadership seems to be the most important area of educational systems development and transformations. Regardless of quite long history of educational management and leadership theory development there still is a need of defining basic concepts and research exploring practice in that field. Current issue of *Public Management* collects a set of papers addressing those issues.

First paper by Robin Precey raises the problem of trust in education showing its importance and the role and obligation of educational leaders in developing trust in educational settings in difficult contexts of political attempts to reduce the role of educational circles in defining goals of learning and teaching. In the second paper Roman Dorczak tries to explore how the idea of leadership was transferred from general management theory to educational management and defines the concept of educational leadership describing it as leadership focused on development of all groups of people involved in school life. He calls such leadership a **developmental leadership** and gives concise description of main characteristics of such educational leadership. Grzegorz Mazurkiewicz in his paper presents results of his research on the state of thinking of school head teachers showing them in broader theoretical framework giving description of specificity of being educational leader in contemporary world. He uses the term of mental models to define head teachers professional thinking and argues that those mental models are key factors deciding about educational practice. Fourth paper by Gerry Mac Ruairc argues that we need leadership training programmes that will develop critically informed and engaged leaders who can be active partners for political forces with their reductive policy proposals imposing neoliberal solutions damaging educational processes. Fifth paper by Jakub Kołodziejczyk describes the ideas and plans to reform system of school support and improvement in Poland as important element of reform and transformation of Polish educational system. Closing paper by Antonio Portela deals with the issues of accountability and evaluation in education that become central in educational discussions all over the world. He explores links between those two concepts and the concept of democracy using work of French philosopher Jacques Rancière and showing how accountability and evaluation can be both a condition and a challenge or even danger for democracy.

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