Orientation	Interventionist	Democratic
Managerial/HRM	Focus on achieving institutionally defined goals	
Opportunist	What works for the EDU? Links with strategic mode	
Professional competence	"Training" to meet requirements of student body. Links with managerial/ HRM	
Political- Strategic	May switch between both 'modes' as conditions and goals dictate	
Entrepreneurial	Concern to get things done, rather than concern with how to do it?	
Modeller-broker	Elements of both modes: "Trojan horse" analogy suggests an interventionist stance; but does aim to work with others to develop new practice mutually.	
Internal consultant		Collaborative discussions to solve problems
Romantic (Ecological Humanist)		Focus on trust based relationship building, and empowering individuals
Researcher		Development arises from the power of ideas, which in turn empowers the beneficiaries.
Reflective practitioner		Development arises from the practitioner's reflective engagement with practice, mediated by the developer.
Interpretive-hermeneutic		Development by conversation: emphasis on mutuality and relationship.
Provocateur (discipline specific)		Situates educational development in the language and frames of reference of the educational practitioners themselves.

Interventionist
Focus more on mechanisms for active dissemination of good practice: 'outside - in' or 'interventionist' orientations, arguably

Democratic
Focus on democratic, dialogic orientations. Good practice emerging by consensus amongst participant practitioners

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Land, R. (2004). *Educational development: discourse, identity and practice*. SRHE & Open University Press. Maidenhead

See also:

Fielding, M., Bragg, S., Craig, J., Cunningham, I., Eraut, M., Gillinson, S., Horne, M. Robinson, C., Thorp, J. (2005). *Factors influencing the transfer of good practice*. DfES. Nottingham.