School Leadership for Improved Student Learning

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ABOUT THE AUTHOR

Karen Ang-Manaig is a graduate of Doctor of Education Major in Educational Management at Laguna State Polytechnic University, Philippines. She is an Assistant Professor II and is the current Associate Dean of the College of Teacher Education at one of the campuses at the same university.

She teaches Professional Education and English courses in the undergraduate programs as well as in the graduate programs for Teacher Education courses. She was a Visiting Professor and Panel Member for Thesis Defense of Masters of Arts in English, Thai Nguyen University, Thai Nguyen City, Thai Nguyen Province, Vietnam on August 22-31, 2009.

As a prolific researcher, Professor Manaig had published her research in international refereed and Scopus-Indexed journals. These publications had garnered multiple citations in Google Scholar and other online journal repositories. Likewise, these research papers were presented in national and international conferences. She has also written several books in teacher education.

One of her research papers was adjudged as the Best Research Paper in the Natural and Applied Science Category during the Research Excellence Awards at the 3rd International Research Conference on Higher Education, organized by the Commission on Higher Education, Department of Science and Technology- NCR, Philippine Higher Education Research Consortium, Asia Pacific Consortium of Researchers and Educators Inc. (APCORE) & Polytechnic University of the Philippines (PUP) in year 2015.

At present, she is a member of the Editorial Board of the International Journal of Business and Economic Affairs and a Peer Reviewer at the International Journal on Research in STEM Education.

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A

Abided – accept or act in accordance with (a rule, decision, or recommendation).

Accountable – required or expected to justify actions or decisions; responsible.

Administrators – is a person whose job involves helping to organize and supervise the way that an organization or institution functions.

Advocacy – public support for or recommendation of a particular cause or policy.

Agonizing – causing great physical or mental pain.

Ambiguous – open to more than one interpretation; not having one obvious meaning.

Apparent – clearly visible or understood; obvious.

Authority – In the fields of sociology and political science, authority is the legitimate power that a person or a group of persons consensually possess and practice over other people.

Auxiliary – functioning in a subsidiary capacity as an auxiliary branch of the state university.

B

Behaviorist – is a systematic approach to understanding the behavior of humans and other animals.

Braille – is a system of touch reading and writing for blind persons in which raised dots to represent the letters of the alphabet.

C

Catechetical – relating to religious instruction given in preparation for Christian baptism or confirmation.

Centralization – the process by which the activities of an organization, particularly those regarding planning and decision-making, framing strategy, and policies become concentrated within a particular geographical location group.

Clogged – blocked with an accumulation of thick, wet matter.

Cogitated – think deeply about something; meditate or reflect.

Community – is a social unit with a commonality such as norms, religion, values, customs, or identity.

Competence – Competence is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job.

Complex – made up of several connected parts and often difficult to understand; complicated.

Conventionally – in a way that is based on what is traditionally done or believed.

Convictions – a formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offense.

Curriculum – a curriculum is broadly defined as the totality of student experiences that occur in the educational process.

D

Decentralization – the transfer of control of an activity or organization to several local offices or authorities rather than one single one.

Dignity – the state or quality of being worthy of honor or respect.

E

Edifying – providing moral or intellectual instruction.

Education – Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.

Enforceable – an unenforceable contract or transaction is valid but one the court will not enforce.

Entrepreneurship – the activity of setting up a business or businesses, taking on financial risks in the hope of profit.

Evolution – Evolution is change in the heritable characteristics of biological populations over successive generations.

F

Foundation – an underlying basis or principle.

H

Hierarchy – is an arrangement of items in which the items are represented as being "above," "below," or "at the same level as" one another.

Homeroom – a homeroom, tutor group, form class, or form is a short administrative class that occurs in primary school and secondary school.

I

Implementation – Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy.

Incongruously – in a way that is not in harmony or keeping with the surroundings or other aspects of something.

Intercession – intercession or intercessory prayer is the act of praying to a deity or a saint in heaven on behalf of oneself or others.

Intermittent – occurring at irregular intervals; not continuous or steady.

L

Leadership – it is the art of motivating a group of people to act toward achieving a common goal.

Leadership – Leadership is both a research area, and a practical skill encompassing the ability of an individual, group, or organization to "lead," influence, or guide other individuals, teams, or entire organizations.

M

Methodology – a system of methods used in a particular area of study or activity.

Monitoring and Evaluation – Monitoring and Evaluation is used to assess the performance of projects, institutions, and programs set up by governments, international organizations, and NGOs.

P

Pedagogic – relating to teaching.

Pedagogy – most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political, and psychological development of learners.

Pertinent – relevant or applicable to a particular matter; apposite.

Predominance – the state or condition of being greater in number or amount.

Profession – A profession is an occupation founded upon specialized educational training, the purpose of which is to supply disinterested objective counsel and service to others, for direct and definite compensation, wholly apart from expectation of other business gains.

R

Rapport – a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

Rationality – is the quality or state of being rational – that is, being based on or agreeable to reason.

Recruitment – Recruitment refers to the overall process of identifying, attracting, screening, shortlisting, and interviewing suitable candidates for jobs within an organization.

Reflective Thinking – It means considering why what you did or plan to do matters.

Restructure – organize differently.

Rifts – a crack, split or break in something.

Rudimentary – relating to an immature, undeveloped, or basic form.

S

Scholastic – connected with schools and education.

Stakeholder – a stakeholder is a member of "groups without whose support the organization would cease to exist," as defined in the first usage of the word in a 1963 internal memorandum at the Stanford Research Institute.

Sustainable – able to be maintained at a certain rate or level.

T

Tertiary education – Tertiary education, also referred to as third-level, third-stage, or post-secondary education, is the educational level following the completion of secondary education.

V

Vision – the ability to think about or plan the future with imagination or wisdom.

Vulnerability – the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally**.**

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LIST OF ABBREVIATIONS

ACEI	Association for Childhood Education International
ASCD	Association for Supervision and Curriculum Development
ASG	Australian Scholarships Group
EOEM	Energizing Ontario Education Model
ISTE	International Society for Technology in Education
NASSP	National Association of Secondary School Principals
NEA	National Education Association
NEITA	National Excellence in Teaching Awards
NPQH	National Professional Qualification for Headship
OECD	Organization for Economic Co-operation and Development
OFSTED	Office for Standards in Education
OLN	Oregon Management Community
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

PREFACE

The process of recruiting and guiding the talents and energies of teachers, scholars as well as parents towards achieving the common goals of education is known as educational leadership. The term 'educational leadership' is sometimes used synonymously with school leadership in the United States and has replaced educational management in the United Kingdom.

The first chapter stresses the basic overview of the school leadership so that the readers are clear about the philosophies and concepts behind that form the utmost basics in the field. This chapter will also emphasize the models of leadership that promote successful schools, key factors for effective school leadership, and the various leadership values.

The second chapter takes the readers through the concepts of classroom management and organization. This chapter will provide highlights on the significance of classroom software and various key factors that drives the classroom management software.

Then, the third chapter explains the various kinds of skills that are required for a teacher to be effective in teaching. It also explains the role of the teacher in a classroom. This chapter also sheds light on the importance of the behavior of a teacher and strategies in managing a classroom environment.

The fourth chapter introduces the readers to the developing skills for effective school leadership. This chapter also explains the important skills of successful school leaders, different ways to improve leadership skills at school, the concept of effective school leadership, and important factors of effective school leadership.

The fifth chapter elucidates school leadership as an attractive profession. This chapter contains the supply or abundance of the school leaders, recruiting an effective workforce of school leaders, key responsibilities of a school principal, and effective strategies for supporting teacher careers.

The sixth chapter takes the readers through the various challenges and opportunities in school leadership. The readers are then told about the major challenges that have been faced by the school leaders, along with some opportunities.

The seventh chapter enlightens the various policies and initiatives taken to enhance school leadership. This chapter also emphasizes various distributed school leadership, top skills of good school leaders, policy priorities and trends in improving the schools and classrooms, and school leadership policy toolkit.

The last chapter explicates the evolution and future of school leadership as well as the requirement of professional development in schools, the evolution of school principal training, the future of the school leadership, and preparing a new breed of school principals.

This book has been designed to suit the knowledge and pursuit of the researcher and scholars and to empower them with various aspects of school leadership along with various policies and strategies to improve school leadership on various levels so that they are updated with the information. It is hoped that the readers find the book explanatory and insightful to scholars across various fields.

Chapter 1

School Leadership: An Overview

CONTENTS

This chapter explains the basic significance and importance of school leadership. It also addresses 21st-century learners as a new breed. It emphasizes the various aspects of what does it mean to be a 21st-century leader. Likewise, it sheds light on the different types of various models of leadership that promote successful schools. This chapter also provides highlights on the various values that play an important role in leadership. This chapter also includes the various key factors of effective school leaders along with the significance of the school leadership.

1.1. DEFINING LEADERSHIP AND SCHOOL LEADERSHIP

The notion of leadership varies geographically, and it differs from country to country. The authority and utilization of leadership are different across borders and cultures. The roles and responsibilities of a leader are paramount in a nation where English is spoken like Canada, Australia, New Zealand, the UK, and the US, while in countries such as the Netherlands or Scandinavian the role of leaders depends on various aspects. The education system is the foremost factor, and the policies related to the historical, national, and regional aspects of the education system also the way it operates have its effect on the roles and capabilities of a leader.

Figure 1.1. Defining leadership and school leadership.

There is no uniform definition for leadership theory, it varies everywhere (Leithwood et al., 1999). Yukl (2002, pp.4–5) defines leadership as arbitrary and very subjective. Some definitions are more useful than others, but there is no correct definition. Likewise, Cuban (1998, p.190) claims that "there are more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders."

Although the concept of leadership is very compound and complex, yet for the proper functioning of the school and the fact that it can operate well, an extensive and working definition of leadership must be given and accepted. For the excellent functioning of the school, exceptional leadership is the focal point. The people who tend to focus on the standards of education should confirm its existence and also that the primary concern should be the expansion of potential and capable leaders.

The purpose of school leadership is to get the most out of students and teachers. It constitutes different methods of teaching, either life-changing, edifying, transformational, instructional, catechetical instruction, or even spoon-feeding (Day and Sammons, 2014; UNESCO, 2018). The two modes of leadership are important in their own way.

Transformational leadership is relevant when leaders work with teams to identify and make changes. On the other hand, instructional leadership is associated with the significance of teaching and how the administrative body manages its systems and campuses and helps in boosting the results (Day and Sammons, 2014; OECD, 2016).

The roles and responsibilities of school leadership revolve around guidance and leadership, i.e., to set goals or the assessment of teachers. It also incorporates managerial competencies, such as the handling of resources and teacher rollout (UNESCO, 2018; Vaillant, 2015). People who are involved in the management roles control and regulate the system and as stated by Day and Sammons, 2014; UNESCO, 2018. They establish the day-to-day organization in a school while also providing control and oversight to teachers and students. The management system is handled by the principals of the schools well as they perform various other duties and tasks, but school leadership is not restricted to the principal, it also comprises senior teachers, administrators, directors, members, and government officials. (Spillane, Paquin, Morel and Al-Fadala, 2019; UNESCO, 2019b). School leaders play an indispensable role in enlarging communities and the involvement of families inside the school (UNICEF, 2009).

School leadership encompasses the teaching of factors that are connected to the school of all sorts and their effects on the learning of students. Principals are the ones who are responsible for guiding students towards the right path so they make sure about the teaching staff that they stay in school where there is a dire need for them and superior principals must be appointed in public schools as they play a crucial role in the functioning of the public schools of our country.

The role of school leaders is to ensure the best quality of teaching and to set up a culture and institution accordingly so that student learning could enhance (OECD, 2016; UNESCO, 2018; World Bank, 2018). According to a study, a constructive association is built for students if there is high-quality management that provides positive results for students (Bloom et al., 2014; Leaver, Lemos, and Scur, 2019). Switching to the other side of facts and figures, the teamwork between teachers and their purpose of working to a common goal expands when the instructional leadership, imparted by the principals, is more (OECD, 2016). The finest environment for student learning is created when the school leaders and managers provide effective and efficient guidance, training and betterment of working conditions for teachers (Jensen, Downing, and Clark, 2017; UNESCO, 2019a).

Across the globe, there are various duties and powers assigned to school leaders that differ as it is based on the structure of authority in a country (OECD,2016). Due to the massive variations worldwide, the dimensions of distribution of powers occurring within the education system, the techniques of leadership differ (Vaillant, 2015). In a few countries, the schools and local school leadership are run on the school-based management system (Garcia Moreno, Gertler, and Patrinos, 2019; Yamauchi, 2014). The benefit of this system is that they have independent budgets, staffing decisions, hence, grants liberty to school leaders (GarciaMoreno, Gertler, and Patrinos, 2019; Vaillant, 2015). Rest other countries practice centralized systems where the directions are directly given to the leaders from ministries of education (UNESCO, 2019a: Vaillant, 2015).

Leadership has various dimensions, depending on the varieties of leaders who have been disclosed in the past. Tracing from the older times, it is easier to pinpoint a realm of school administrator leadership manners. There are different models of leadership, some fruitful, some less effective, some to be imitated some to be kept away. People always learn from the past, yet in setting the future of students, forward-looking twenty-first century leaders are essential. A better understanding of school leadership in the twenty-first century is mandatory if you are an aspiring or even a current principal or head of school, vice or deputy principal, department head or a team leader, either another member of school leadership teams or a leader scouting schools and coming to fore.

1.2. TWENTY-FIRST CENTURY LEARNERS ARE A NEW BREED

Planned school leadership is essential because the 21st-century education system is the perimeter and the learners of the twenty-first century are offspring. The growing generation and advancement in technologies are directly proportional. The alpha generation, i.e., children born from 2010 and after, are the ones entirely born in the twenty-first century and are grown in completely different environments from the older ones. Generation Z and alpha are entirely comfortable with technologies, and they cannot even live in the absence of gadgets even for a moment. Through these innovations, the recent generations can self-teach as the resources and materials for study are in their hands such as smartphones, internet from where they can easily access information regarding anything.

The use of social media can contact people internationally and acquire knowledge of foreign countries. This in a way helps them to plan for their future studies abroad or even a trip but they are unaware of the fact that their previous generation was deprived of all such advancements. So, the method of leadership in the past has to be transformed while applied in the future as these younger generations are way smarter and self-taught beings. Educators prepare them for challenges that they are uninformed of.

1.3. WHAT DOES IT MEAN TO BE A TWENTY-FIRST CENTURY LEADER?

The 21st-century leaders have to be smarter and sharp-minded much more than the gen-Z or Alpha kids. They should foresee the challenges and hurdles coming in the way and innovate new ideas and must have their special method and should prepare the kids accordingly. There are different traits, dexterity, behaviors that delineate these leaders.

1.3.1. Personal Traits of a Twenty-First Century Leader

No matter whatever the transformations take place from gen-X to gen-Z but some of the common characters of a leader are peculiarity, persistence, elasticity, responsibilities, and resilience. These are not god-gifted but inherited with time by developing and working on oneself and improving every day. The additional qualities such as creativity, entrepreneurship, innovation, collaboration, and incessant learning are pivotal nowadays for leaders.

1.3.2. Mindset of a Twenty-First Century Leader

To do something or achieve a goal, it is necessary to set a target and plan things accordingly. Though it must be a cliche thing to say, thoughts and actions determine your life and school. One should always aim high to stop from sinking.

One should always think of being a leader, without paying attention to the administration much. A positive outlook towards the betterment of life and school can do wonders as it makes you feel confident enough to take challenges and face hurdles.

Instead of a fixed outlook, one should focus on a growth mindset. Ask yourself questions about whether the strategies that you have set will guide you to success or failure. Through this self-talk, it is easier to acquire growth in school as well as in your career.

Figure 1.2. The mindset of a 21st-century leader.

The notion of growth and development must have a worldwide view and not only be restricted to small-scale growth. Through large-scale sustainable development, a healthy environment is created for the students which inspires them to do the same. Leading and management in school become meaningful only when these long-term approaches are acquired.

1.3.3. Skills of a Twenty-First Century Leader

A 21st-century leader must have efficient skills like teamwork, higher EQ, and focus. They act as a tool for the management of an individual, as well as for others. EQ plays a crucial role in obtaining awareness for self and society, a better understanding of people, and the connections between one another.

Secondly, being focused is the primary skill not only for the leaders but for everybody in the learning stage. The term focus implies to present moments as well as on a wider scale. For example, one should not get distracted by texts or calls while working, also, they should focus on the goals and objectives of the school as a whole, considering them a focal point of the growth.

1.3.4. Developing Twenty-First Century Leadership in Your School Leadership Team

The pivotal point of leadership must not be restricted to the training of principals and heads. It also revolves around the team who are dedicated and committed to the goals and are precious for the school. The development of team and leadership is often done by school leadership schemes and programs, conferences, or courses on leadership plays a vital role.

They help in the transformations that occur rapidly. The main aim of school leadership programs must be the incorporation of strategies that can derive changes with the period and not only till the time the conference is taking place. The purpose of these events must serve in the long run.

Despite the various leadership structures of a school, the given educational training helps in making the school a pioneer and shapes the school in a way that produces the best leaders globally. Either you are a leader of a new school, established school, international school leadership, or local independent school leadership. The focus and aim for constantly creating well-grounded leadership can construct you into a thought leader school, leaving others pondering how you make up for it.

If you want to seek education leadership courses for taking your school leadership on the right track, you can check out my workshop, "Leadership for the twenty-first century." It caters to the leadership development of every individual in your team and serves in developing strategies and systems in the coming time.

This workshop provides personal leadership coaching to principals, whereas when this coaching and training is provided in schools, its benefits can be enjoyed by principals and leaders to obtain their perspective. So, for the welfare of your school, its future, and your career, you have to take control and responsibility and obtain the fruits.

1.4. MODELS OF LEADERSHIP THAT PROMOTES SUCCESSFUL SCHOOLS

Figure 1.3. Models of leadership that promotes successful schools.

1.4.1. Transformational Leadership

> **Leadership model is based on perception and directions. Reconstructing and realigning the organization, the development of staff and curriculum, and the collaborations with communities.**

This research work fortifies the four core sets of leadership practices.

- **Building vision and setting directions:** This class deals with the efforts to encourage colleagues of leaders, working towards the common goals, which is the response of one's work and then building a shared vision, group goals and determining the higher expectations in work.

  These practices add to the three managerial codifications that are drawn from non-educational organizations: stimulating and influencing, shedding light on roles and targets, arranging and organizing, making schemes.

  The way a principal sets direction, has its impact on teachers, individual potency, and organizational commitment. The growth and expansion in the staff and their shared common meaning and purpose, influence the way a teacher operates and the obstructive expectations lead to negative outcomes.

- **Understanding and developing people:** Along with providing motivation, the practices in this category aims at not only creating

knowledge and skills for teachers and other staff members to achieve goals but also on the dispositions to persevere the knowledge and skills.

The particular practices in this category are bestowing peculiar support and consideration, cultivating the conceptual responses, and shaping values and behaviors in a pertinent manner. These particular practices throw light on managerial behavior in the managerial terminology (growth, support, guidance, acknowledgment, and rewards) as well as recent research shows the central idea, i.e., that victorious leaders amalgamate functional with the personal.

These practices are being cooperative, solicitous, and nurtured, the ideas of teachers given importance, and looking or reaching out to them considered even more important as it results in professional welfare. The acknowledgment and recognition of good work, and giving teachers feedback and rewards from time to time also results in enhancing their efficiency and better working conditions.

Headteachers abet the work of teachers, moreover when they cater them with 'discretionary space,' fosters time to time access to a realm of professional learning and development opportunities, the dissemination of leadership across the school, and 'practice what they preach' (model appropriate values and practices).

- **Redesigning the organization:** This practice focuses on the working conditions of teachers, which allow them to work effectively, efficiently and make the best out of their experiences, commitments, and capacities. School leadership explains the discrepancies in the ideas and beliefs of teachers regarding the working conditions.

  These specific practices tend to build cooperative cultures, the re-culturing, and reconstruction of organization, positive and fertile correlation between parents and community. And the relationship of school with its wider environment. Similar practices in the managerial taxonomy incorporate the settlement of disputes, teamwork, assigning, consulting, and wider networking.

- **Managing the teaching and learning program:** The specific practices in this last category directs at creating working conditions for teachers which provide productivity through

rendering organizational stability and making the infrastructure of the school strong.

Specific practices also affect the teaching program by bestowing support in teaching, keeping an eye on school activities, mitigating against distractions. The key feature of a bright leader is observation. The resources must be provided to teachers and reduction in students' disobedience must be the focal point in school, for better working conditions.

1.4.2. Pedagogical/Instructional Leadership

Transformational leadership explains the significance of perception and inspiration, whereas pedagogical leadership focuses on demonstrating clear educational goals, from arranging curriculum to evaluating teachers and teaching. The primary concern for leaders is to provide better results for students, by making them aware of the significance of teaching and learning and making them better.

The leaders focus their learning and influence and their connection with the teachers for improving and providing better outcomes for students. This notion is derived from the work which has been criticized on a secondary level, that it is impractical to think that the headteachers must have expert knowledge in all subjects and areas.

But when it comes to the teaching of leadership, headteachers should be aware of all facts and figures to teach better. With the absence of an understanding of the knowledge related to the content, general pedagogical, content-specific, curricular knowledge, and the knowledge of learners, it would be difficult for leaders to achieve goals and improve school functions like regulating instructions and supporting the growth of teachers.

The roles and responsibilities of a leader have to be distributed as it is not performed by one person. The development of people depends upon the functions and targets that are set. According to statistical analysis, leadership has five prime aspects (that are mentioned below) that are responsible for the development of students. These aspects might slightly vary from the ones associated with transformational leadership.

The numbers enclosed in brackets show the respective 'effect size' impacts. And the zeal, optimism, disposition of leaders, their skills to advance and accompany are correlated with each of these proportions.

- **Establishing goals and expectations –** establish the significance of goals, the goals must be precise, and staff must stick to these goals.
- **Resourcing strategically –** make standards that are disposed to pedagogical and philosophical motives. Secure feasible finances for pedagogical priorities.
- **Planning, coordinating, and evaluating teaching and the curriculum –** encourage amicable conferences on teaching and its effects on the performance of students. The discussions over the importance of teaching must be given. Feedbacks given by teachers should be of prime concern. The proper observation of a student's growth and emphasis on the assessment results for their improvement.
- **Promoting and participating in teacher learning and development –** As reported by the meta-analysis, this aspect of the work of leaders fabricates the 'largest estimated effect size,' which means a significant effect on the outcomes of students. This dimension encourages a rigorous focus on the connection between teaching and learning. Foster its responsibility for the welfare and attainment of student's goals. And render proper instruction on the solution to issues faced in teaching.

Ensuring an orderly and supportive environment – saves the time of teachers. Make sure of the constant discipline routines. Recognize and settle disputes quickly and fruitfully.

1.4.3. Moral Leadership

According to moral leadership, the crucial focus of leadership must be on the values and principles of leaders. The power, governance, and effect are obtained from conceptions that are justifiable of what is right or good (Leithwood et al., 1999, p.10). As stated by these authors, the model has normative, political, and symbolic dimensions of leadership.

An alternative moral outlook is political in nature as well as in origin, and it is central to "the nature of the relationship among those within the organization and the distribution of power between stakeholders both inside and outside the organization" (Leithwood et al., 1999, p.11). This construction of leadership is drawn from the democratic theory. "Excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics" (Sergiovanni, 1984, p.10). He further calls administering to

be a moral craft (1991, p.322). Talking about the moral realm of leadership, it is established on "normative rationality, i.e., rationality which is constructed on our trust and things that we think are good" (p. 326).

This formulation is associated with the transformational model: the focus of school must be set a step further from its objectives and roles, and it should align towards the core of purposes into the structures and incorporating these purposes into everything that would assist in transforming the non-participants into the dedicated members. The manifestation of purpose and development of the disciples are inevitably virtuous (p. 323).

West-Burnham (1997) stated two perspectives to leadership which are categorized as moral. The first category is defined as 'spiritual' and he connects it with "the recognition that many leaders possess what might be called higher-order perspectives.

These may well be represented by a particular religious affiliation." (p. 239). For promoting self-awareness, these leaders have a set of principles while the second category deals with 'moral confidence,' the stability in performance which is uniform with an ethical system as well as constant over time. The confident virtuous leader is the one who can:

- Between the practice and principles, and determine casual uniformity.
- Apply propositions to new circumstances. Maintain common understanding and vocabulary.
- Elaborate and elucidate decisions in moral terms.
- Encourage principles from time to time. Reexamine and reanalyze principles as required.

(West-Burnham, 1997, p.241) Gold et al. (2002) groundwork in English primary, secondary, and special schools indicates some authentication about the essence of values carried on and effective by heads considered as 'outstanding' by OFSTED inspectors.

These authors denote the inconsistencies between "the technical and managerial view of school leadership regulated by the government's inspection regime and emphasize on the values learning communities and shared leadership" (p. 1.).

The heads in Gold et al.'s (2002) analysis pointed out the following values and beliefs through their words and deeds:

- inclusivity;
- equal opportunities;

- • rightness and justice;
- • high expectations;
- • appointment and meetings with stakeholders;
- • collaboration and coordination;
- • team spirit;
- • commitment.

Gold et al. (1992, p.9) state in the end that the case study heads "moderate the innumerable externally generated instructions to establish utmost, that their practice was uniform with the objectives of the school."

The take on of Grace (2000) is on the temporal viewpoint, associating moral and managerial leadership in England and Wales. He contends that for above 100 years, "the headteacher's place was connected with the elocution of the spiritual and moral formulations" (p.241).

Later on, the necessity of the Education Reform Act led to the "rising dominance' (p. 234) of management, embodied by the National Professional Qualification for Headship (NPQH). Grace (2000) asserts that "the discourse and apprehension must be parallel to discourse and understanding of ethics, morality, and spirituality" (p. 244).

The concept of Sergiovanni (1991) is a different one, for the leadership management debate in moral and managerial leadership. The center of his concept is the significance of management and moral leadership for the development of the learning community.

The challenge of leadership is to make peace with two competing essentials, that is., the managerial and moral. Both the terms are inexorable, and if any one of them runs down, it gives rise to problems. The efficient and effective running of the school is mandatory for their survival but to make the school into an institution, a learning faction should unfold, and this is the moral imperative that principals encounter (p.329).

1.4.4. Participative leadership

"Participative leadership considers the decision-making process of the group as the focal point of the group" (Leithwood et al., 1999, p.12).

This is called the normative model which is based on three things:

- • the more participation, the more is the school effectiveness
- • the democratic principles account for participation

- in the backdrop of site-based management, the availability of leadership is certainly be given to any legitimate stakeholder (Leithwood et al., 1999, p.12).

Teamwork is the evaluative favored leadership: the head or the principal should acquire strategies and schemes which grant issues that are born from different parts of organizations and must be solved collectively through a communication process. The head is the coordinator of an essentially participative process.

Participative leadership is anticipated as 'distributed' (Bush, 1995, pp.64–65). According to Neuman and Simmons (2000), the focus should be on group decision-making and teamwork instead of a single person. Distributive leadership dissociates responsibilities to everyone associated with the school and roles should be distributed according to their skills to achieve school goals (p.10) (Sergiovanni, 1984, p.13) denotes the significance of the participative approach.

Collaboration of the staff will lessen the burden on school principals. "The pressures of leadership will reduce if leadership functions and roles are shared, and the concept of leadership density were to emerge as a feasible substitution for principal leadership" (original author's emphasis).

A similar statement was given by Copland (2001) where he claims that the idea of participative leadership decreases the workload on principal and keeps away expectations from the formal leader to be 'superhead.' Leadership is planted in different organizational dimensions within school communities, not purely lodged in a person or an office, stimulating work is underway that explores particular ways that might disseminate leadership widely. Apart from the role of principals, other realms need to be focused on (p.6).

Savery, Soutar, and Dyson (1992) demonstrate that the Western Australian deputy principals' wish to take part in the decision making of school were different across the varied decisions. The idea of joint decision making in school policy was created by 105 respondents which also included student discipline, teaching load, general policy, and time allocation, but hardly anybody was engrossed by this idea or what is called an 'economic variable' which consisted of finance and the choice of staff along with acknowledging parental complains. Further added by the author, "people mostly accept and implement decisions in which they have participated, particularly where these decisions relate directly to the individual's job" (p.24). Participative leadership is a fair conception braced by democratic

absolutes. For many years this notion is popular in literature, but for its successful accomplishment in schools, there is inadequate evidence.

Talking about the English primary schools, Webb and Vulliamy (1996) contend that due to the policy structure which was initiated in the 1990s, school leaders are facing difficulty in embracing this approach. There is high pressure between amicable and top-down management schemes at the whole school level.

As the attestations propose that the involvement of the government in the smallest primary schools is taking them further downstream towards the managerial and directive realms. (Webb and Vulliamy, 1996, p.313) regardless of this evidence, emphasis is given to participative and distributive leadership.

Harris (2002) adds that democratic leadership is unavoidable in the multiplex and capricious world, occupied by schools in the twenty-first century, despite the recent focus on individual leaders. The traditional school leadership that promotes the 'cult of the individual' obstinately prevails.

Charged by the perception of organizational transformation which is rational, consistent, and foreseeable. It strengthens the status and standards of the leader and the disciples' relationships, by maintaining dependency cultures and an ownership division. It is an easy method to observe and point out at an individual instead of identifying that leadership is collaborative, shared, and distributed all over the organization.

To deal with the unparalleled rate of transformation in education, there is a requirement of new models of leadership that locate authority with a whole lot instead of a few (Harris, 2002, p.11). These strong and crucially normative notions will be mirrored in school leadership practice or not is yet to be seen.

1.4.5. Managerial Leadership

The concept of managerial leadership tends to contradict considering the variations that were pointed out earlier in this report. Though, it justifies discrete deliberations in this part as it is incorporated in the Leithwood et al. (1999) classification and also because it caters to determine a slender outlook of management which is usually adopted.

Leithwood et al. (1999) definition represent this latter point: managerial leadership conjectures that the center of leaders must be on functions, tasks, and behaviors, and if these tasks are carried on effectively then the other's work in an organization would be at ease.

Few analyses also show that the behavior of organizational members is rational up to a great extent. Power and influence are assigned to people in formal positions with the amount to the status of those positions in the organizational hierarchy (p.14). This definition is related to the one given by Bush (1986, 1995), which is mentioned earlier about the formal models among his six other management models.

Managerial leadership as stated by Leithwood et al. (1999, p.15) "conveys an orientation to leadership similar to the orientation found in the classical management literature." whereas Bush defines it as- organizations are hierarchical systems, as considered by formal models in which managers make use of rational means to acquire the agreed objectives. Heads regulate power authorized by their formal positions inside an organization and are responsible for funding bodies for the tasks of their institutions. Both explanations have temporal phenomena.

In the course of the 1980s and 1990s, management was held as a broad concept, and leadership was just a branch of this tree. Towards the end of the 1990s, leadership has become supreme, and the definition of Leithwood et al. (1999) describes that management has drifted apart from its earlier dimensions and importance and this happened due to the restricted standpoint of the government in various countries, even in the United Kingdom.

If the implementation of external policy decision-making is anticipated by the heads, then they are involved in a process of managerial leadership which is often described as 'managerialism.'

The perspective of Dressler (2001) on leadership in charter schools in the US suggested another view, that the approach of leadership is a 'management plus': the role of a principal is to emphasize management responsibilities. The world and society have raised the range of responsibility.

The bilateral leadership is incorporated in additional responsibilities like motivating others, the connection between each other, contextual elements, along with the cultural and philosophical principles, programs, and political impacts (p.176). Six managerial functions were discovered by Myers and Murphy (1995) among which four of them are set in the hierarchy:

- supervision;
- regulations on inputs;
- behavior controls; and
- output controls.

- The rest of the two are non-hierarchical based on:
- environmental; and
- society.

Leithwood et al. (1999, p.14) the viewpoint, leadership, and management of leaders ought to be bifocal. This theory braces the perspective of Glatter (1997) and Bolman and Deal (1997).

Further added by Leithwood (1994), "the differences between the management and leadership cannot be carried out in respect to unconcealed behavior and these disguised conduct of most of the leaders seem fairly managerial" (p.515).

1.4.6. Postmodern Leadership

There is no precise definition of leadership, in a recent model of leadership. A member of the International Steering Group for the project stated that the contrast of two obscure notions does not clench much of a commitment. This criticism was proved to be reasonable in the theory of Starratt (2001) called 'a postmodern theory of democratic leadership.'

It does not move afar from the point that modernism validates the democratic leadership in schools (p.347). To link postmodern leadership to educational policy, there is a definition given by Keough and Tobin (2001, p.2): "recent cultures of postmodernism celebrate the multiplicity of subjective truths as explained by the experiences and revels in the loss of absolute authority."

This concept is similar to the perspectives of subjective or interactionist, which revolves around the idea of the experiences of individuals and exposition of events (Greenfield, 1973, Bush, 1995). The theories of Keough and Tobin (p.11–13) depict various key characteristics of postmodernism.

- language does not reflect reality;
- there is no existence of reality, yet numerous realities;
- circumstances may be disposed to various explications;
- these situations must be acknowledged at the local level with specific awareness to diversity.

Due to which the work of leaders is identified within such structures and this is also one of the demerits of the parallel subjective model given by Greenfield (1973). The significance of this model is that leaders must respect and pay heed to the different and independent views of stakeholders.

They must not completely depend on the hierarchy as this model is a miniature in a vast and flexible organization. Starratt (2001) relates postmodernity to democracy and advances a "more consultative, participatory, inclusionary stance" (p.348), an approach that is stable with collaboration (Bush, 1995).

1.4.7. Interpersonal Leadership

According to West-Burnham (2001, p.1) "interpersonal intelligence is the indispensable term. It is non-viable to objectify any model of leadership that lacks interpersonal intelligence as a focal point." Yet, some of the models that were discussed earlier did not rely on this concept. His explanation includes: interpersonal intelligence is the accurate realm of intuitive behaviors that are drawn from sophisticated self-awareness which runs effectively by engaging with others.

He also relates this model to the moral perspective and says that "there is a moral imperative on school leaders to adopt a model of personal effectiveness which exemplifies the values of the school." He also emphasizes the significance of coordination and socialization, a theme abstracted by Tuohy and Coghlan (1997): the day of a teacher is consumed by an intensity of relationships.

The transformation of relationships with young students and the variations in their lives, communicating with them to enhance a better understanding of their personal and academic lives needs a persistent adaptation and reflection. These workloads are obvious in school leaders, and therefore it requires a high level of personal and interpersonal skills (Johnston and Pickersgill, 1992).

1.4.8. Contingent Leadership

The models of leadership explained so far are biased. They are inclined towards one specific dimension. Some of them emphasize the process by which influence is exercised, while others restrict their focus on more than one aspect of leadership. Often, they are normative and have a robust hold-up from their advocates.

These models do not give an absolute framework of school leadership. As pointed out by Lambert (1995, p.2), there is "no single best type." Talking about the contingent model gives an alternative dimension, by identifying the various nature of the context of school and also the benefits of modifying

the leadership functions to specific situations despite adjusting its focus on the 'one size fits all' concept.

Leithwood et al. (1999) define this model: the significance of this model revolves around the response of leaders to distinctive situations and problems arising in an organization. Large differences lie in the leadership contexts which require various leadership responses.

The leadership provided by an individual those who are in formal positions of power have the potential to administer an immense collection of leadership practices the influences they have is sustained by large measures on such proficiency (p.15).

Yukl (2002, p.234) demonstrates that "the managerial job is a multiplex task and uncertain to depend upon a set of systemized responses. Leaders who are efficient and effective, constantly evaluate the circumstances about being familiar and adapting their behavior to it."

Similarly, the approach of Bolman and Deal (1984) called the 'conceptual pluralism' is alike to this issue. A broad attitude is necessary where leaders adopt their styles according to the contexts in which they are working. These variations are binary: people v performance, male v female, managerial v visionary, etc., but the truth is a complex process. The constructive solution of problems is mandatory when it comes to leadership by acquiring eminent responses for the issues and circumstances (Morgan, 1986; Bush, 1995).

Fiddler (1997, p.27) had kindred take on this, and he contends that "the choice of conceptualization will depend on the situation and on the purpose for which understanding is being sought." He further elaborates "a contingent approach should take account of both the internal situation in the organization and the external context in which the organization operates."

A compelling connection was built between transformational and contingent leadership by Fidler (2000, p.403) and Leithwood (1994, p.515) in which they denote that "transformational leadership is themselves contingent." Although the aspects of transformational leadership provide a reasonable and logical perspective to school leadership and the particular practices that prevail in each dimension differ to a large extent. Therefore, promoting a transformational view to school leadership does not call for the identification of a stable set of leadership behaviors.

1.5. LEADERSHIP VALUES: ETHICAL/MORAL LEADERSHIP

In the conventional and factual research of leadership, there is a frequent failure in observing a dimension of leadership as it is hard to evaluate the major functions that are played by values and ethics while taking leadership decisions, staffroom relationships, classroom teaching method, and an outlook of can-do cultures regarding school improvement.

Figure 1.4. Leadership values: ethical leadership and moral leadership.

Instead of being assertive, successful leaders have flexibility in the framework of fundamental values like determination, resilience, and a positive viewpoint. These attributes define why the intimidating circumstances faced by the leaders are capable of accelerating when there is small expected progress.

Research affirms globally, these two assertions and illustrates the behavior of these value-driven, flexible, persistent, resilient, and optimistic leadership against challenges of parent's apathy, community lacking emotionally and intellectually, environments along with national policies that are not considered by headteachers to be of specific interest to school. Literature has long conceded the sturdy purpose of leaders which they display through their appearance and tasks. The evidence is explicit, the potential leaders have a strong perception of social justice. They are dedicated to improving educational experiences for all categories of students irrespective of how rich or poor they are.

This is proved by the way effective leaders make sure that eventually, all stakeholders, i.e., teachers, non-teaching staff, students, parents, governors, and the wider community take part through various forms such as capacity building, dispensed leadership, and the enlarged combined authority and responsibility for influencing the progress and accomplishment of students.

Furthermore, according to the research, the moral and ethical purposes are acknowledged by:

- regular and professional dialogue about the importance of teaching and learning.
- social support up to a great extent in dealing with the problems.
- Common goals and responsibilities.
- individual and efficiency as a whole.
- conventions of rights and justice.

The quality of a successful principal is that they engage with the world in two ways- personal and functional.

Talking about the functional aspect, they are influential, on the other hand, personal relations have no meaning, they only mirror an individual. The link between functional and personal are considered inevitable and desirable.

Through functionality, personally demonstrates itself as it is concrete and instrumental. Along with their interdependence, it is also evident that the impact of the person which is on functional is metamorphic. The function must be suggestive of the personal.

1.6. FOUR KEY FACTORS OF EFFECTIVE SCHOOL LEADERSHIP

A school must be responsible for acquiring the highest level of standards and to obtain this focus on strong leadership must be given. Schools must provide regular monitoring of students to set higher objectives for each person. Reading First Schools consists of several primary factors that exemplify success rather than being distracted by the challenges regarding the student population that act as a hindrance (Crawford and Torgesen, 2006).

Through the incorporation of these factors, a supportive school environment is created which is open to all, where leadership does not center around a principal but the shared perception of teachers and coaches.

Figure 1.5. Key factors that play an important role in effective school leadership.

Various studies based on school leadership draw our attention towards four key factors. They are as given in the following subsections.

1.6.1. Organizational Knowledge

Effective and efficient leadership requires ample knowledge of the environment which is instructional: the needs of every individual must be in consideration, strengths, and weaknesses of staff members, dimensions of the instructional strategies, information, data, and schedules regarding students and through the collection of these resources and information, leaders set the basis for effective leadership.

The standards that are maintained for effective school leadership start with the knowledge that leaders possess about their students. Moreover, the principal and other leaders of the school can notify their decisions related to the issues like:

- **Resource Allocation** – the availability of teachers and time must be provided to avail the needs of students.
- **Scheduling** – the arranging and scheduling of the reading blocks must be done in such a way that it provides teachers and professionals to have adequate time to dispense instructions and for students who require it.
- **Professional development** – the lack of skills in a student, disclosed a gap in the teacher's ability to give instructions vital for professional development.
- **Funding and procurement** – the issues related to finance, the impact of the student population on the accessible assets of funding, and the allocation of budgets.

Effective leaders have a strong mastery of the dimensions of instructional instruments which cater to the needs of their students, which necessitates a teamwork approach towards researching and examining research-proven programs that directs specific wants.

The absolute volume of schemes available is responsible for many school leaders to depend on their leadership teams for constant research and making the information accessible about the recent techniques and mechanisms. The availability of information such as the What Works Clearinghouse and the National Center on Response to Intervention impart a shortlist of instructional strategies, several among them have large-scale potency research.

When the choice of an instructional scheme has been done, it becomes crucial for school leaders to expand an extensive understanding of the program for establishing the precision of execution, and also be ascertain that the training and resources for professional development that are bestowed on them, they make proper use of it.

1.6.2. Use of Data

The organizational knowledge that school leaders obtain is due to their grasp of student's data. It involves the utilization of summative data. The examination of the outcome data to implement resources and proposition for the next school year.

Secondly, the real-time formative data. To collect student data, numerous products of evaluation are available along with a few online instructional programs, without conducting a test which might provide real-time performance data to brief about instructional decisions. The role of leaders in data meetings is necessary and effective leaders often do that to make teachers understand how data is useful for denoting the instructional concerns for the classroom of individual teachers. Most schools base their operation of data on the task of data collection. The significant dimension of data-driven culture is regular and constant stress on the analysis of data.

So often meetings are held either weekly or bi-weekly to assist schools to effectively brief about the instruction, precise identification, and observation of students who need arbitration along with providing school leaders the chance to reshape student's instructional programs in real-time.

When meetings are conducted regularly, it can cater to the needs of the individual school. To not miss out on the meetings they are held regularly in advance. These meetings are a crucial aspect because when the data

of students are analyzed regularly, it helps teachers to understand the significance of driving up-gradation on these performance measures, which serves as major importance to the school leadership.

An eminent strand in effective data meetings is the choice of people. Right people who are suitable should be involved in the meetings who are eventually responsible for decision-making regarding the data. For the assurance of accurate instructional decisions which need to be implemented and are based on the findings at the data meeting, all the noteworthy and capable people must be involved who assimilate all the steps and skills.

1.6.3. Scheduling

Scheduling is a significant factor when it comes to the high performance of schools. The focal point here is efforts made by schools to carry on an undisturbed session of 90 minutes for reading instruction. Through creating different small sections and groups for the students who struggle. In resource inhibited structures faced by various schools, the use of effective scheduling helps in increasing the staff which is available and there are various ways in which they can be achieved:

- The foremost thing done by few schools is to arrange a 90-minute reading block for all the classes in the morning, assembling students into similar skill categories in each classroom. Often it is called the 'walk and read' model, this is important in school for the utilization of all their instructed staff by allotting them classrooms with the students who are more prone to failures in reading.
- The swaying of reading blocks in other schools permits reading specialists to dispense diverse grades and classes all over the day and allows them to examine and model lessons in several classrooms or grades in the course of the reading block.

Higher emphasis on data meetings is given by the school that is highly functional along with organizing instructional and interventional blocks. This needs the deployment of resources and time, for instance, substitute teachers, when required. Data meetings should be given importance like any other task and dimensions occurring in a school throughout the day as with the help of the effective use of data, other aspects of instruction will be notified.

1.6.4. Positive Beliefs and High Expectations

The high-functioning schools focus on high expectations and an optimistic outlook. Scarcity of resources, increased population, decreased interference of parents are often hurdling in the high-performing schools, yet they have higher hopes and beliefs in the capabilities of their students that they will achieve the goals.

The objective of leaders is to raise the expectations of students instead of reducing them. Most schools have started showing their trust in students in front of the students, parents, and society. They build a culture where the members of the school community depict their credence that the students will achieve something big and this belief acts as an inescapable fate.

This optimism and faith are the crucial elements in schools that have higher performance. By doing so helps in reaching success and becomes a limitless resource-driven process, and in the course of financial crises or precisely scarcity of funds, this optimistic attitude of your school will never be impacted. This belief system remains uniform in any critical situation.

1.7. THE SIGNIFICANCE OF SCHOOL LEADERSHIP

On one side, most readers need a little push in considering the importance of school leadership, on the other hand, there are a few who contradict that their faith in leadership as a standard of organizational effectiveness is shaken and this is named by Meindl (1995) as the "romance of leadership." The question arises that the values are often assigned to educational leadership is in a way validated by evidence.

Five factual pieces of evidence exist. Type 1 is the primarily qualitative case study evidence, the studies which deal with this evidence are held in extraordinary school settings. For instance (Gezi, 1990; Reitzug and Patterson, 1998). The choice of these settings signifies that the pupils who learn are beyond or below normal expectations such as "effective schools research based on 'outlier' designs." These studies have broad leadership impacts on student's learning as well as on school conditions (e.g., Mortimore, 1993; Scheurich, 1998). Although "External validity" and "generalizability" are absent from this evidence.

Type 2 of the research evidence is the extensive quantitative studies of comprehensive leader effects. This category of evidence was reported between 1980 and 1998 (over four dozen studies beyond all types of

schools) has been evaluated in separate papers by Hallinger and Heck, as stated earlier (1996a, 1996b, 1998).

In conclusion of these assessments, it is stated that the integrated direct and indirect effects of school leadership on student's results are slight but significant. Whereas leadership elaborates 5–7% of the distinction in student learning all over schools.

It is precisely one-quarter of the total across-school disparity (12–20%) as explained by all school-level variables, after the regulation for student intake or background elements (Creemers and Reezigt, 1996; Townsend, 1994). The quantitative school effectiveness analysis that gives much of this information denotes that classroom components elaborate higher than a third of the variation in student accomplishment.

The third type of leadership research effect similar to the second type is also large scale and quantitative. It focuses on the effects of specific leadership practices rather than looking into the overall leadership outcome.

This type of evidence can be established occasionally in the research that is implied above. A systematic view by Waters, Marzano, and McNulty (Marzano, Waters, and McNulty, 2005; Waters, Marzano and McNulty, 2003) has notably expanded this category of research.

This analysis portrays 20-one different types of responsibilities and the evaluation of the average association between each one of them and regardless of many measures of student achievement used in the authentic studies.

Estimates obtained from student's test scores effects are calculated from these data (for instance, authors end this theory by saying that there would be an increase in ten percent point in student's test scores which is the result of an average principal task who enhanced their "demonstrated abilities in all 21 responsibilities by one standard deviation" (2003, p.3).

The fourth type of research on leadership effects identifies such impacts on student engagement. Along with being a crucial variable in its own right, few of the pieces of evidence propose that school engagement is important for determining the achievements of students (reviewed by Fredricks, Blumenfeld, and Paris, 2004, p.70).

The assessment of the effects of transformational leadership on student engagement has been done by ten broads, quantitative, designed alike, studies in Australia and North America (Leithwood and Jantzi, 1999a, 1999b; Leithwood, Riedlinger, Bauer, and Jantzi, 2003; Silins and Mulford,

2002; Silins, Mulford and Zarins, 2002); and these effects have proved to give a positive outcome.

As mentioned earlier, the research on leadership succession gives an interesting etymology of evidence regarding the effects of school and leadership. The impromptu principal progression is the frequent reason why school is unable to achieve its goals regardless of how much effort teachers put in.

Studies by Macmillan (2000) and a recent one by Fink and Brayman (2006) in Canada, illustrate the destructive effects of principal succession, mainly on initiatives that are planned to raise the students' achievement. The changes made often in headteachers are a usual phenomenon.

A three-year study held in Ontario on school improvement involves tracking down the development of ten schools that are located in close districts during that period, and subsequently, in three years, seven out of ten principles shifted for various reasons. Because of this the objectives and steps, they took for the improvement of school faded away (Leithwood, McElheron-Hopkins, and Jantzi, in press).

However, the appointment and detainment of a new head are coming up to the surface as the crucial scheme for reversal of struggling schools or schools that are in exceptional measures (Mathews and Sammons, 2005; Murphy, in press).

This evidence shows that leadership plays a crucial role in the school organization standards and the learning of students. According to our knowledge, there is no single record of a school attaining its goals without talented leadership which eventually shows that leadership acts as a catalyst for unchaining the capabilities of an organization that is somewhere bound in chains. It becomes an immense responsibility for people who are involved in leadership roles to do things correctly in proper order, and through this paper, it is evident what roles and responsibilities are expected by the leaders and how they should do it right as this paper imparts a basic knowledge and understanding of leadership.

1.8. CONCLUSION

In the conclusion of the chapter, the basic significance of school leadership has been discussed. This chapter also discussed the new learners of the twenty-first century. In this chapter, it has been discussed that what does it mean to be a 21st-century leader that includes, personal traits of a 21st-

century leader, the mindset of a 21st-century leader, skills of a 21st-century leader, and developing 21st-century leaders.

This chapter also discussed the several types of different models of leadership that promoted successful schools such as transformational leadership, pedagogical or instructional leadership, moral leadership, participative leadership, managerial leadership, postmodern leadership, interpersonal leadership, and contingent leadership.

Towards the end of the chapter, it has been discussed that four key factors play an important role in becoming an effective or successful school leader which includes, organizational knowledge, use of data, scheduling, and positive beliefs and high expectations.

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Chapter 2

Classroom Management and Organization

CONTENTS

The chapter on classroom management and organization explains the role of the management and the organization that plays an important role in the classroom. Also, it explains the various types of classroom management such as rules, routines, the effect of classroom organization on student behavior, and effective classroom management.

Likewise, this chapter provides highlights on the significance of the organization of the classroom and expectations for the behavior of the student. This chapter also addresses various steps to improve the organization of a classroom along with the management such as class schedule, adjusted schedules, versatile calendars, tangible timelines, classroom design, group meeting, behavior, parent communication, and teaching assistants. And, it sheds light on the various key factors that help to drive the classroom management software. The various reasons for schools and colleges that necessitate classroom management software are also discussed.

2.1. INTRODUCTION

The classroom is a vehicle for getting understudies from where they are the point at which they enter the school building entryway to where they should be a scholastic year later. Preferably, we as a whole might want to see at any rate one year of progress for one year of seat time.

In discussing classroom management and student accomplishment, it might assist with considering the educator the driver of the vehicle who needs to react to the travelers' requirements to guarantee that they arrive at their objective. In driver instruction, there is a generous spotlight on the mechanics of driving and the standards of the street, yet not a lot of consideration is given to keeping the vehicle working.

Individuals find out about preventative maintenance as an auxiliary arrangement of abilities through direction, perception, perusing, and experimentation. The main punctured tire or dead battery turns into a huge learning experience. Incredible driving abilities don't make any difference when the vehicle will not move.

Additionally, extraordinary instructional abilities will not make any difference if students in the homeroom are withdrawn or wild. Both beginner and experienced instructors believe study hall the board to be a high need and a space of concern. Educators learn "little-known techniques" from such sources as watching different instructors, finding out about the theme, and pondering what is happening in their study halls.

Figure 2.1. Classroom management and organization.

While dominating powerful study hall the board methods take work, compelling educators to make classroom management look simple. At the point when a viable instructor is steering the ship, one realizes that a safeguard, proactive, positive methodology is set up to guarantee that learning is on course.

The classroom climate is affected by the rules set up for its activity, its clients, and its actual components. Instructors frequently have little authority over issues like temperature and flawed roofs, yet they extraordinarily impact the activity of their classrooms. Compelling educators expertly oversee and coordinate the study hall and anticipate that their students should contribute positively and profitably.

It appears to be reasonable to give cautious consideration to the classroom environment, given that it can muchly affect student learning as student fitness. Successful educators require significant investment at the start of the year and particularly on the main day of school to build up study hall, the board, classroom association, and assumptions for student conduct.

Classroom Management is "the activities and methodologies educators use to take care of the issue of request in classrooms." Powerful educators additionally use rules, strategies, and schedules to guarantee that students are effectively engaged with learning Generally, they use the executives not to control understudy conduct, but rather to impact and direct it in a valuable way to make way for guidance.

Classroom Organization centers around the actual climate. Viable educators sort out a protected Classroom climate. They deliberately place furniture, learning focuses, and materials to enhance student earning and decrease interruptions.

Assumptions for Student Behavior is a critical component in setting assumptions for students. Effective instructors realize that student conduct isn't just about rules and outcomes; they likewise realize that a bigger part is the improvement of a Classroom environment that impacts how students see their current circumstances and act. Subsequently, viable instructors anticipate that students should act in a way that adds to a positive classroom climate.

2.2. CLASSROOM MANAGEMENT

Successful instructors make centered and supporting classrooms that bring about expanded student learning. These instructors educate and practice rules and strategies with students, expect students' necessities, have the arrangement to situate new students, and offer clear directions to students.

They utilize a base number of rules to guarantee wellbeing and gainful cooperation in the classroom, and they depend on schedules to keep an easily running classroom. Truth be told, it has been noticed that classroom management abilities are fundamental in a classroom for an educator to complete anything. In some ways, classroom management resembles salt in a formula; when it is available, it isn't seen, however, when it is missing, diners will request it.

2.2.1. Rules

All that includes associations among individuals requires rules. Webster's word reference characterizes a standard as "a fixed principle that determines conduct." We should deconstruct this definition: a standard is "fixed," implying that it doesn't change paying little mind to the circumstance.

Truly, we realize that rules need to go through intermittent adjustments in the regular daily existence of a classroom. In any case, rules set up the limits for the conduct, and consistency in their execution is vital for compelling classroom management.Viable educators have a base number of classroom rules, which will in general zero in on assumptions for acceptable behavior toward each other, keep a protected climate, and take an interest in learning. These educators offer clear clarifications of the principles, model the guidelines, practice the assumptions with understudies, and offer understudies freedoms to be fruitful in gathering the assumptions.

There is no enchantment number of decisions that oversee a classroom; rather, it is the unmistakable foundation of reasonable, sensible, enforceable,

and reliably applied standards that affect the classroom.

Powerful instructors have a feeling of classroom beat and student concordance to such an extent that they know about when mediation might be expected to forestall an issue. Frequently, instructors utilize nonverbal prompts, closeness, and redirection to forestall bad conduct. These methods normally permit the energy of the guidance to proceed and pull together the students; notwithstanding, there are times when a more grounded mediation is essential.

At the point when a standard is broken, a compelling educator is set up to address the issue. Powerful educators will, in general, respond severally, including the accompanying: uplifting feedback that focuses on the ideal conduct, outcomes that rebuff the negative conduct, a blend of support and results, or in a roundabout way reacting to the conduct to such an extent that the student is helped to remember why a standard is significant. What a viable instructor doesn't do is respond to a whole class for a standard infraction by a solitary student.

2.2.2. Routines

While they are more adaptable than rules, routines or methodology are explicit methods of doing things that, generally, fluctuate little over the day of the year. Classrooms commonly require numerous schedules to work proficiently and successfully.

For instance, routines normally incorporate how to enter and leave the classroom, take attendance, indicate lunch selection, secure materials, dispose of trash, label work, turn in assignments, make a progress during or between instructional exercises, get to well-being during drills, and genuine crises, and change starting with one movement or area then onto the next. Fundamentally, schedules shape the classroom environment.

Successful instructors use routines for day-by-day errands more than their insufficient partners. They contribute the time toward the beginning of the school year to show the routines. By building up and rehearsing routines that require little checking, instructors guarantee that the focal point of the classroom is all the more solidly on guidance.

Successful instructors habitually furnish students with prompts to help them to remember adequate conduct, and viable educators are acceptable at getting sorted out and keeping a positive classroom climate.

The foundation of routines takes into account adaptability. For instance, the educator may not practice with students what ought to happen if another student joins the class, however, may adjust the routine utilized for greeting classroom visitors.

Moreover, routines engage students to be more liable for their conduct and learning in the classroom. At the point when classroom management issues emerge, the educator has strategies to address the worry in an effective, reasonable, and predictable way. Hence, the consequence of the setup methodology is more opportunity for instructing and learning.

2.2.3. Effect of Classroom Organization on Student Behavior

How a classroom is coordinated – from where the craftsmanship is to how the classroom furniture is spread out –affects how the youngsters learn and how they act. At the point when chairmen mastermind the design of the classroom, they need to recall that the students need to see and hear directions plainly and have the option to get to the materials effectively. The educator ought to be in a spot that the person can undoubtedly screen the students and give criticism.
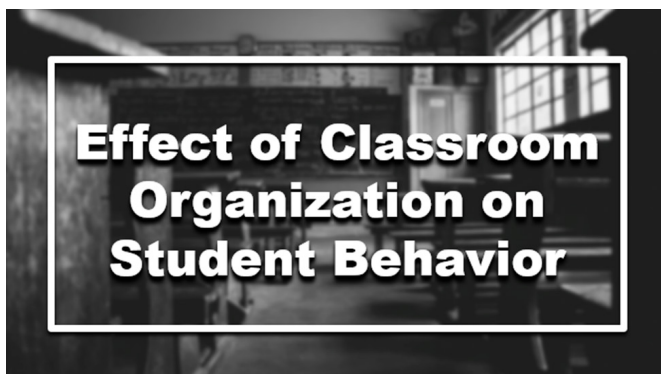
Figure 2.2. Effect of classroom organization on the behavior of students.

Significant components to consider while putting together the classroom include: spreading out the work areas with the goal that the consideration is coordinated toward the educator and ensuring the students are confronting the front of the classroom (and away from the windows). Furniture ought to be masterminded so the educators can see every one of the students consistently. What's more, so instructors can move among the school work areas without any problem.

Classroom furniture ought to likewise be masterminded so that there is admittance to where the fine art and so on is shown. Student materials and instructor materials ought to be isolated, and students should be ready to rapidly discover their work.

2.2.4. Effective Classroom Management

The effective administration of the classroom can be affected by an assortment of variables. As per specialists Edmund Emmer and Carolyn Evertson (creators of Classroom Management for Effective Teachers), these include: guaranteeing the students are associated with all classroom exercises however much as could be expected; guaranteeing students conduct doesn't contrarily affect the teacher's/students' work, and utilizing instructional time proficiently.

Productive classroom instructors are very efficient in their standards and timetables which they have disregarded to their students. This includes compelling correspondence of assumptions to the students. All in all, the way of thinking of Harry Wong: "A very much oversaw study hall is an assignment arranged and unsurprising climate."

What's the significance here for the school and surely the classroom? It implies that everything is in its place: from the school seats to the PCs, the writing board to where the classroom entryway is arranged. Moreover, when students are given an explanation of educator assumptions and what will occur on the off chance that these are not met, it is more probable they will observe the principles and all parts of the classroom will run easily. As indicated by a recent report by Marcel Veenman, PhD, colleague educator in the unit Developmental and Educational Psychology of the Institute of Psychology at Leiden University, the most generally detailed issues from instructors in their first years are an association, classroom management, and student's discipline. Subsequently, if this is managed early – by guaranteeing a classroom is all around oversaw even before the students begin to learn – a great deal of the issues can be conceivably kept away from.

2.3. CLASSROOM ORGANIZATION

Classroom management and association are entwined. While rules and schedules impact student conduct, classroom organization influences the actual components of the classroom, making it a more beneficial climate for its clients. What the classroom climate is coordinated means for the conduct in it.

For instance, activities as basic as color-coding folders, setting up fixed areas for lab supplies, keeping up folders for students to get missed work in the case of absence, keeping additional duplicates of "Back to School Night" things to impart to new students, and assigning explicit spots for other classroom supplies can dramatically affect classroom management and, thus, on student learning.

While these strategies and a large number like them are a straightforward issue, they regardless can be fundamental segments for an easy working classroom.

Classroom organization is clear in a room regardless of whether nobody is available. Furniture game plans, area of materials, shows, and fixed components are all essential for an organization. Successful educators finish the room with student work, mastermind the furniture to advance cooperation as suitable, and they have agreeable zones for working.

They likewise consider student needs in orchestrating the room by leaving space for wheelchairs to move; having walkways so students can get to materials, pencil sharpeners, and the garbage bin with negligible unsettling influence to other people; and arranging to permit the instructor to uninhibitedly move around the space to screen student progress.

Instructors are spectators of conduct and comprehend the beat of the classroom. Setting materials close to the pencil sharpener may appear to be a smart thought until one thinks about that toward the beginning of an exercise, this region may get clogged with certain students recovering materials for their gathering and others holding back to utilize the pencil sharpener.

Notwithstanding, the pencil sharpener and the garbage bin might be a decent blending if the pencil sharpener will in general break consistently, spilling its substance on the floor; this way shavings fall into the trash instead. Viable educators consider the little subtleties that upgrade the utilization of accessible space in the classroom just as the large issues.

2.3.1. Expectations for Student Behavior

Taking care of issues of the classroom, the executives and organization give the establishment to having elevated requirements for student conduct. Powerful instructors have better standards for how students are to act in the classroom than their less viable partners. They are better chiefs of student conduct.

They set up associations with their students in which undeniable degrees of participation and predominance (i.e., giving students a feeling of direction and direction) are adjusted, bringing about an ideal relationship. Compelling instructors instruct assumptions to students and build up the ideal practices with their verbal and nonverbal signals.

Figure 2.3. Expectations for student behavior.

Another quality of powerful educators is that they consider students independently responsible and, if important, use intercession techniques to assist students with learning the ideal conduct. An exploratory investigation of successful and insufficient 3rd-grade instructors tracked down that inadequate educators had five-fold the number of troublesome occasions in an hour when contrasted and their more viable partners.

Through reasonable and reliable order, educators build up their assumptions for students and make a classroom that is centered around guidance.

2.4. ORGANIZATION IN THE CLASSROOM

This subject of the part clarifies the significance of organization in the classroom. It separates the suspicion that organization is just "where things go" and examines that organization in the classroom is a combination of components that empower achievement.

These components are class the executives, establishing a positive learning climate, and the actual set-up of the room. Carrying out these parts of the organization is a best-instructing practice that prompts ideal accomplishment for the instructor and the students.

There are numerous pieces to the riddle of a fruitful classroom. Perhaps the most relevant pieces to this riddle are organization. At the point when one hears "organization," they may accept it is essentially neatness or a specific accuracy while deciding the position of things.

Nonetheless, the organization suggests significantly more than "where things go." Maintaining a genuinely coordinated setting is of worth when one has their classroom, however different segments of classroom organization are similarly important. The fundamental segments of organization in the classroom are compelling class executives, establishing a positive learning climate, and the actual set-up of the room.

Compelling class the board is fundamental to having a classroom run easily. If an educator can't remain focused and apply satisfactory administration to their classroom, at that point, chances are they won't be effective in applying their educational plan by the same token.

Steps to be taken in applying classroom the board is setting up set guidelines and schedules, tending to likely disciplinary activities, creating an organization with and among students, and regulating drawing in training.

It is a typical misguided judgment that sufficient classroom management can't be instructed; it is very conceivable through learning the best techniques and practice. Albeit compelling class the board is fundamental in keeping a classroom coordinated and running easily, it is additionally imperative to keep an affable air in doing as such. This leads to establishing a positive learning climate.

Establishing a positive learning climate is a key to achievement in the classroom that frequently gets subverted. Instructors need to introduce themselves such that it shows that they care about the thing they are instructing, however, that they care about who they are instructing too. It is demonstrated that if an educator establishes a positive learning climate, they likewise build up an effective classroom setting close by an enthusiastic setting that supports student execution. To be explicit, one approach to establish a positive learning climate is to support student commitment. Studies show that classroom commitment is profoundly associated with students' scholarly accomplishment.

Generally speaking, having a student situated classroom is the most ideal approach to show a positive learning climate. The air of a positive learning climate is critical in telling students they are in a coordinated classroom setting. The actual set-up of the classroom assumes a part in this also.

The actual set-up of a classroom is significant because it is the primary thing a student sees when they stroll in. Factors, for example, sloppy shelves, wild and arbitrary (understudy) work area examples, and abundance mess would all be able to have an effect and not to improve things. On the off chance that the room is confused and unkempt, it thinks about gravely the teacher.

An untidy, (truly) sloppy classroom additionally makes a feeling of unsteadiness. It is critical to keep a clean classroom, however, to suitably use space also. In an investigation of classrooms done in Hong Kong, it was shown that racking, cupboards, and learning corners were positioned at the edges of the room with seats and work areas in the middle to streamline the space they had.

A critical factor in deciding how to set up a classroom is the age gathering of the students. While thinking about how to set up a classroom for rudimentary students, it is insightful to have a more open climate where there is space for relaxed exercises, for example, sitting in a circle on the floor during storytime or sharing time.

Then again, while thinking about how to set up a classroom for optional students, space for exercises isn't as significant. Maybe, making a set-up that is helpful for conversation among the class ought to be intensely thought of. It is significant for students to have the option to gain from the instructor as well as from one another too.

Another angle to consider while making the classroom set-up that frequently gets disregarded is the educator's work area/workspace. An educator's work area says a great deal regarding them since it is their own space.

If it is messy, jumbled, and excessively segregated from the remainder of the room, it will cause it difficult for students to feel great moving toward the educator during free work time with questions, for instance. There is a lot to consider while coordinating association in the actual setup of the classroom.

Compelling class the board, establishing a positive learning climate, and actual set-up all have their significant part in carrying out organization in the

classroom. Albeit one may feel that organization is just, "where things go," there is considerably more to it. organization in the classroom is outstanding amongst other instructing rehearses that can make for an effective teacher and class.

2.5. CLASSROOM ORGANIZATION AND MANAGEMENT

Building up an anticipated climate worked around dull schedules is perhaps the best approach to assist kids with visual and different disabilities figure out their current circumstances. By establishing an anticipated climate, people can assist them with understanding that things are not simply happening haphazardly, that there is an example.

This will limit uneasiness, decrease social issues, and empower them to sort out their capacities so they are available to learning and building positive encounters. Here are a few thoughts on the most proficient method to establish an anticipated climate in the classroom, with tips on classroom organization and the executives.

Figure 2.4. Classroom organization and management.

2.5.1. Class Schedule

Classrooms may comprise assorted students with numerous degrees of working and various necessities. Planning an extensive timetable can be troublesome. Perhaps the most difficult things for another instructor are seeing a clear timetable and the acknowledgment that it is dependent upon you to fill it with significant exercises.

This is the point at which you attempt to recall why you needed to be a custom curriculum instructor in any case. Consider it a chance to be innovative, you improve at this with experience. Frequently you will not

understand what will be successful until you become acquainted with your students.

Despite this, you need to begin with construction, regardless of whether this design advances or is supplanted with a superior construction as you become acquainted with your students. Once in a while you acquire understanding by introducing a movement and seeing which parts of it are trying for a student – this is a significant evaluation device and can show you where you need to start.

Before the school year begins, be contemplating possible schedules, topics, and undertakings that you can use in the classroom. Search for propelling subjects that will address a scope of ideas and expertise levels.

Get a clear timetable. Explode it on the copier until it is huge enough so you can see obviously how all that will relate. Fill in any openings relegated to clinical administrations and outside classes (watch that your students will get the administrations composed into their administration conveyance lattice). Square on schedule for a nibble and toileting schedules.

Plan for a reliable square of time for an everyday bunch meeting, a week-by-week ideal opportunity to survey the class course of events, and time to chip away at intuitive correspondence books (see underneath). At that point, pause for a minute or two and take a gander at what you need to work with. Search for squares of time when you have a few periods together.

This is a positive, not a negative. It implies you can design field trips, cooking exercises, and helpful gathering projects without agonizing over being back on schedule for clinical assistance. Guide out squares of times for these undertakings, just as day-by-day schedules (like gathering participation, getting mail, and conveying every day takes note).

Remember to incorporate time for any connected exercises your class tasks will produce. Be considering how you can recognize every day of the week for scheduled use as you map out your timetable. This may mean you will assign Monday as the day you cook, Tuesday as the day you go on field outings, or Wednesday as the day you do a class project, for example, a pizza shop or bundling blessing packs. Plan for one-on-one time for every student while different students are out for clinical administrations or on task.

2.5.2. Adjusted Schedules

Versatile timetables are a significant authoritative apparatus. They give a substantial method to introduce what will occur during the day. When

your classroom plan is set up, you can make individualized timetables for every student utilizing the suitable medium and arrangement. Address each class and routine with a Mayer-Johnson picture, unmistakable item, Braille, enormous print, or a blend of mediums.

A passage level timetable may zero in just on the idea of prior and then afterward (e.g., the class that preceded, the class they are going to, and the class that will come after). Or on the other hand, it may zero in just on the class a student is progressing to or taking an interest in.

Affix images or pictures to wheelchair plate, transport them in midsection packs or attach them to a Nylar board with Velcro (incorporate a tie so you can circle it over a wheelchair or convey it without any problem). Be predictable and efficient as you acquaint students with images. For instance, "Music is done" (eliminate the music image as you say it and sign completed), "It's the ideal opportunity for Gym" (supplant it with the image for Gym).

At the point when you get to the Gym, name it obviously as they contact the image, "Here we are in the Gym, I hear a ball bobbing." As an enhancement to adjusted schedules, you can make switch-worked plans utilizing Mayer-Johnson pictures on the PC with voice yield. Make certain to refresh with everyday changes.

2.5.3. Versatile Calendars

Adapted schedules are similarly just about as significant as day-by-day plans. They give substantial approaches to show how days go together to make a week and weeks go together to make a month. Essentially presenting days of the week and months of the year through repetition is not a genuine proportion of a student's comprehension of transient ideas.

To decide a precise level, utilize an appraisal apparatus that actions time ideas (Texas school for the Blind has a basic and simple to utilize evaluation device). When you focus fair and square, make an adjusted schedule to remediate any holes.

Disarray maybe with the essential idea of previously/after, or the ideas of yesterday/today/tomorrow, or a week ago/this week/one week from now. As your students unite ability, change their schedules to show the following stage. To determine space issues for a month-to-month schedule, essentially scale back the substantial images and Mayer-Johnson pictures to fit the more kept space.

2.5.4. Tangible Timelines

Tangible timetables show how months go together to shape a year. Start your course of events the first week of school. Stretch a solid line across a classroom wall and hang tangible markers to separate months and seasons. As things occur over the school year, hang portrayals of them on the course of events. Start with returning to class. Use voice yield gadgets to enhance occasions. Plan for a period every week to survey the course of events.

2.5.5. Classroom Design

On the off chance that your classroom is sufficiently enormous, attempt to set up assigned zones for various exercises, like a leisure time territory, an understanding region, a work region, a PC region, and a listening region.

If you have room, set up a tactile engine reconciliation region or a region for development, if not, search out a space you can get to. Have an enormous table for agreeable ventures and group meetings as well as relegated individual spaces for student-specific work and individualized timetables and schedules.

Figure 2.5. Design of the classroom.

Converse with the mobility instructors and conceptualize approaches to orchestrate your classroom to encourage independent movement. Keep the actual construction of your classroom very much characterized and unsurprising. Talk with a dream expert to check whether students would profit from specific lighting and/or color contrast.

2.5.6. Group Meeting

Day by day Group meetings can be the most organized thing you do in the classroom. It can make a consoling design and empower a feeling of gathering. Plan a predictable arrangement and stick to it. For instance: start by inviting everybody to a bunch meeting and saying thanks to them for coming.

Give every student a job. Start with the date. Present it with "We should check in with our companion David and see what the present date is." Divide the parts (day, month, year) among the students. Utilize individual specialized gadgets, pre-customized switches, and adjusted schedules on a case-by-case basis. Recognize the climate.

Have the named meteorologist or lady initiate a talking thermometer or utilize a pre-modified change to share what the climate is – or send them outside to mind the climate by and by. Address the day's climate with Mayer-Johnson pictures or unmistakable images. Make declarations. Do this deliberately, beginning with features from the other day, at that point the day's occasions, the upcoming occasions, and the remainder of the week.

Name time jargon (yesterday/today/tomorrow, this week/one week from now/a week ago). Incorporate an "Uplifting news" portion and energize peer support. Post a clipboard in the classroom and scribble down every one of the beneficial things people see a student do. Urge clinicians and partners to add to the rundown.

Have a "Joke of the Week." Practice the joke at a group meeting and afterward give it a shot on peers. Join online for News-2-You (a national newspaper for special education on multiple levels) and talk about recent developments at the fitting level. Keep an ongoing rundown of significant jargon and survey the words at Group Meeting.

End Group Meeting obviously and thank everybody for coming. To work with having the option to sit with the gathering for the term of the gathering, search for approaches to help your students. One student may require a crate of tangible things to remain situated, another a squirm thing of decision, a third may profit by sitting on a ball seat that gives tactile info. The goal is to build the time allotment a student can remain with the gathering.

2.5.7. Behavior

On the off chance that you have students with known meddling practices, you should be in control by being both educated and prepared. Dealing with conduct might be your first concern with a student until you understand it. Before the school year begins, read records, converse with past instructors, associates, and house guardians.

If you know your class task toward the finish of the past school year, check whether their instructor will allow you to notice. Converse with the Behaviorist; check whether there is a conduct plan. Remember it and offer

it with your group so you can carry out it on the principal day of school for consistency. Ask what you can use for remunerations and reinforcers to have them prepared.

Comprehend that the adjustment of educator and setting will be hard for certain students. An individual needs to set up a progression of positive encounters to adjust students to their new classroom. Assist them with changing their new environmental factors by utilizing recognizable things and encouraging schedules for the initial not many days.

Begin gathering information on practices you need to address with the behaviorist and plan for standard week-by-week gatherings to refresh plans or concoct another one. Convey notices to outside educators and clinicians when you are executing another methodology or conduct plan. Keeping the group refreshed and educated is your duty. Arrange conveyance of data with the Behaviorist.

2.5.8. Parent Communication

Guardians are an integral source of data; they can furnish you with important understanding and backing. Great correspondence is basic. Reveal to them how you like to convey and inquire as to whether this will work for them.

Keeping a composed Communication Book that goes to and fro from home to class is a standard method for keeping everybody educated, except remembering students for the correspondence cycle can be a significant instructive apparatus and an ideal chance to create significant correspondence and language abilities.

Multi-step switches, with voice yield, are a genuine illustration of a straightforward method to incorporate your students. Use language support methodologies to structure the recorded message depending on the situation, e.g., open-finished sentences, fill in the spaces, phonemic prompting, or transporter phrases ("On Monday, I _____.").

Talking Scrapbooks likewise make great intuitive gadgets for correspondence. They are battery-run, with voice yield and pages for embeddings Mayer-Johnson pictures, photos, or little unmistakable articles (Attainment Catalog). Joint decision-making by giving a determination of things on a plate that mirror the week's exercises so students can connect and contact what they need to discuss.

The going with content can be recorded by the student with language support or customized by staff (consistently record like it is the student

talking). As a low-tech method for conveying, an unmistakable journal (a leftover book) is additionally intuitive and can be a powerful method for imparting the week's occasions to families.

The student can choose what they need to remember for the journal from a combination of remainders from the week's exercises (e.g., the cover from the yogurt holder utilized in making smoothies, a paper sack from the field excursion to the supermarket) and connect them to the page with help depending on the situation (goliath concealing tape allocators are useful for this).

Staff can give a portrayal of the movement at the lower part of the page. Shooting classroom exercises and ordering them into scrapbooks is likewise a decent method to impart. Import the photos onto the PC (or use Mayer-Johnson pictures) to make instructor-made experience stories with voice yield. Print the pages out and arrange the tales into a winding scratchpad for students to share at home with guardians, kin, and grandparents.

2.5.9. Teaching Assistants

The teaching assistants are fundamental for the accomplishment of the classroom and the development of the students. Make the classroom climate a positive one. The colleagues are the quick help group and address outside of the classroom. Show them how people need something educated. Offer the evaluations and clarify the level a student is dealing with.

Significantly, they comprehend why you accomplish something a specific way. A few collaborators will be great at following conduct plans, while others might be great at separating an errand or keeping coats zipped and shoes tied. You need those things. Go with their qualities. Watch what students they have a vibe for and allow them to work with that student. Search out their criticism. They can reveal the things that might not have gotten on which can assist you with deciding bearing or reevaluate a methodology. Be reasonable for them, address their interests and disclose to them when you like how they handle a circumstance. Be clear about what you expect of them and be steady.

2.6. TOP FACTORS DRIVING THE CLASSROOM MANAGEMENT SOFTWARE

The universe of innovation is developing at a high speed. Different enterprises across the world are utilizing headways in the domain of innovation. The

schooling business, the noblest one, has significantly changed in the previous few years. Today different instructive establishments are slanted towards eLearning that simplifies the examinations, simpler, and more viable.

Figure 2.6. Top factors that play a significant role in driving the classroom management software.

The business is required to produce $325 billion by 2025 due to many convincing reasons. With eLearning, another world has opened before students. They can take exercises whenever and anyplace, effectively access modern instructive material, alter the learning climate, and can appreciate numerous different advantages like versatility, asset adaptability, confirmation of results, and so forth

There is no uncertainty that numerous instructive establishments across the globe have accepted the learning in the electronic mode. Numerous educators and students love this idea.

In any case, presently, the inquiry is how to deal with the class in this removed learning climate? Absence of a viable classroom the board has some grave issues for students, educators, and the whole instructive framework.

2.7. WHAT IS GOOD CLASSROOM MANAGEMENT?

There are countless terms in the realm of instruction that have abstract implications, and shockingly all are correct. One such term is classroom Management. By and large, classroom Management is a strategy with which an instructor can work with requests and compelling classroom climate to students.

With successful classroom Management, instructors guarantee that students are learning in a compelling, organized, safe, and smooth classroom climate. Through classroom Management, educators can set the students' assumptions, as per which a student needs to keep their standard of conduct.

There are numerous strategies through which compelling classroom Management can be set up. Quite possibly the best techniques are utilizing the best classroom the executives programming. Be that as it may, before we push forward and examine more, let us initially comprehend the idea of classroom management software.

2.7.1. What is Classroom Management Software?

Presently since we have examined classroom Management, it is time that we reckon the solution, namely classroom management software.

The appearance of classroom management software has taken eLearning to the following level. With this product, instructors guarantee that students are keeping focused. The computerized classrooms are those where the students' gadgets are utilized for examines. To oversee such incorporated classrooms, classroom management software is required. With this product, instructors can see, oversee, and track student gadget exercises.

Figure 2.7. Role of classroom management software.

Great classroom management software engages educators to direct exercises unquestionably, instruct adequately, and incorporate supplemental classroom management systems.

With the assistance of classroom management software, educators get a 360-degree perspective on the student profile, keep student progress history, assemble custom report cards, and create updates and notice to guardians on students' exercises.

2.8. FOR WHAT REASON DO SCHOOLS AND COLLEGES REQUIRE CLASSROOM MANAGEMENT SOFTWARE?

Probably the greatest test for any instructor is to keep students engaged and centered during class with insignificant interruption. Classroom interruptions are of various sorts, some influence students, and some influence instructors. Here are some significant explanations behind interruption, which make the prerequisite of classroom management software.

2.8.1. Electronic Gadgets

The foremost reason for class distraction is the utilization of individual electronic gadgets, for example, cell phones, hand-held games, workstations, and so on Students can undoubtedly get occupied by abrupt notices or messages.

Figure 2.8. Role of electronic gadgets in classrooms.

These messages divert the educators too; unexpected clamor from gadgets removes their consideration from what they are instructing.

2.8.2. Paper-Based Process

Another explanation that prompts the prerequisite of the classroom. The foremost reason for class distraction is the use of personal electronic devices is the weight of bulky administrative work. Numerous instructive foundations follow a tedious manual paper-based interaction where it is hard for instructors to keep up and track the participation records, students' exhibition records, and some more.

2.8.3. Tedious Course Management

On the off chance that everything is done physically, course the executives influence the instruction business as making coursework, tasks, test papers for students require bunches of time and manual exertion. Consequently, it could be said that essential classroom, the foremost reason for class distraction is the use of personal electronic devices could be of extraordinary assistance for educators to construct a productive classroom climate.

Figure 2.9. Tedious course management.

2.8.4. Student Evaluation

Watching out for each student in a class is a seriously precarious undertaking. The low degree of student assessment is additionally one of the significant explanations behind classroom interruption. Because of the absence of assets, instructors frequently battle to screen student exercises like participation, leaves, discipline, task, and so on.

Such a circumstance makes a correspondence hole between an educator and a student in a classroom. To computerize students' presentation records, educators require the best classroom management software, which gives a constant notice of students' actions.

2.8.5. Simple Decision Making

There are various students in a solitary class. A class could be of 20 students or more. Monitoring every student, and settling on customized choices dependent on every student requires incredible endeavors. This outcome in delays in dynamic.

Deferrals in dynamic influence the soundness of the classroom the board interaction. Be that as it may, savvy and intuitive online classrooms the executives programming could tackle this issue productively.

Here are some more difficulties that an instructor faces in the classroom executives. These difficulties are recorded among certain variables driving the classroom management software:

- To adapt to the various adapting needs of students.
- Lack of parent inclusion in a student's learning objective.
- Time requirements to pass on prescribed procedures to students.
- Lack of preparation and coordination.
- Building a strong learning climate.
- Classroom Management Software and Its Importance

In the current age, practically every one of the classes in schools and universities is transformed into advanced classes. Accordingly, the mix of classroom the executive's programming gets clear. The youthful age is more disposed towards advanced gadgets. In this manner, to keep students drew in with the exercise, an educator ought to receive student drove communications in class, which instigate students to partake in the learning interaction.

Instructors should design out such techniques that upgrade joint effort among students to make such classroom management processes more compelling. Here comes classroom management software, an instrument through which educators can build up a climate for a student that is drawing in, intelligent, free, and assignment situated. Instructors can likewise unmistakably set students' assumptions identified with a specific task and keep tabs on their development continuously.

Here is the rundown of focuses through which you could comprehend the variables that drive the classroom management software, and how it engages educators to expand the learning climate.

2.8.6. Advanced Monitoring Tools

Classroom management software makes instructors continually mindful of the multitude of exercises that students perform during an ongoing talk. This product is more similar to a high-level observing apparatus that empowers teachers to follow every student's exercises through a solitary interface. Additionally, classroom management software likewise permits instructors to alter class exercises according to exercise necessities.

2.8.7. Optimum Time Usage

As classroom management software permits instructors to monitor each student successfully, it turns out to be simple for them to think of the individual answers to resolve the interruption brought about by computerized gadgets. Educators can discover customized answers for students. It assists them with efficiently dealing with the class.

2.8.8. Far-Off Access

Carefully incorporated classrooms could initiate the low ability to focus students to enjoy a movement which could hamper classroom the board. With the assistance of online classroom management software, instructors can watch out for their students by acquiring far-off admittance to student's gadgets. On the off chance that if students influence innovation for any reason, however, contemplates, instructors can divert them, and assist them with exploring the necessary investigation material.

2.8.9. Friend-Based Learning Model

With the assistance of classroom management devices, an educator can likewise improve one's active experience. It implies the educators have an office to communicate the screen of their gadget to the students, and they can likewise impart a student's screen to the remainder of the class.

Along these lines, classroom management software advances a companion-based learning model in which educators increase students' commitment proportion in the class.

Figure 2.10. Friend–based learning model.

2.8.10. Build Effective Connection

Quite possibly the main factor that drives the classroom management software market is its element of building a connection among students and instructors. Allow us to comprehend it thusly; assume a student requires extraordinary consideration in a class as the individual can't comprehend a point, with the assistance of classroom management devices, instructors can interface with the students balanced and convey customized guidance according to the learning prerequisites of a student. Classroom the executives' apparatuses for instructors permit them to associate with students in gatherings.

2.8.11. Private Chatting

A few students are more curious, they have heaps of inquiries, and to satisfy their question is the chief work of an instructor. Be that as it may, here and there, such a large number of inquiries from a solitary student keep the whole class holding back to push forward.

Classroom management software takes care of this issue. It permits instructors to give prompt help to a particular student through a private talking highlight. It prompts a mutually advantageous arrangement where questions of a student get addressed without upsetting or hampering the whole class.

2.8.12. Cooperation

The main exercise which a student ought to learn in a school is to work in a group. The classroom management software is planned such that it can assist instructors with arranging students into various groups and allot each group a bunch of undertakings.

Each gathering part can use the talking highlight to facilitate with other colleagues and educators. Educators can likewise lead student drove exercises and meetings to generate new ideas and adequately pace up the exercises. A portion of the other collaboration exercises which educators can lead with the assistance of classroom management software are energizing tests, tests, appraisals, and some more.

2.9. CONCLUSION

In the conclusion of the chapter, the role of the management and the organization that plays an important role in the classroom has been discussed. The chapter also discussed the various types of classroom management

such as rules, routines, the effect of the classroom organization on student behavior, and effective classroom management.

This chapter discussed the significance of the organization of the classroom, and expectations for the behavior of the student. In this chapter, various steps to improve the organization of a classroom along with the management such as class schedule, adjusted schedules, versatile calendars, tangible timelines, classroom design, group meeting, behavior, parent communication, and teaching assistants have been discussed as well.

This chapter also discussed the various key factors that help to drive the classroom management software. Towards the end of the chapter, various reasons for schools and colleges that necessitates the classroom management software such as electronic gadgets, paper-based process, tedious course management, student evaluation, simple decision making, advanced monitoring tools, optimum time usage, far off access, friend-based learning model, build effective connection, private chatting, cooperation has been discussed.

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Chapter 3

Qualities of Effective Teacher

CONTENTS

Teachers play a very important role in shaping the future of students. In the chapter qualities of a teacher, the concept of a teacher as a person is discussed. It also throws some light on the skills that are required by the teachers to be effective in teaching.

The role of a teacher is also discussed in this chapter. It also shed some light on the importance of teachers' behavior and strategies in managing a classroom environment. The concept of accountability and its importance for a teacher is also explained. In the end, the de-professionalization concept is explained.

3.1. INTRODUCTION

It is generally seen that teachers play a very crucial role in the lives of students by preparing them with the skills and knowledge needed for life and career. No one can refute the role of the teachers – school or college – in shaping the lives of students.

Although, in this chapter, the main area of focus is on identifying the praiseworthy qualities of a teacher. It has been identified that students expect their teachers to be patient, innovative, professional, and confident along with other qualities. Sense of humor, Subject knowledge, and method of teaching is cogitated some of the inspiring traits of a teacher.

Many experts in this sector believe that teachers need to be welcoming in their tactics so that students do not feel scared by the presence of teachers. Being aggressive, short-tempered, and arrogant is believed to be a negative trait of a teacher.

Teachers are considered one of the most critical members of society, and in fact, every effective professional today learned the art in colleges and schools. The foundation of any subject is strongly laid in educational institutions and teachers play a very important role. Teachers are role models and sources of inspiration in several facets.

Effective teachers propose several benefits to students about thought-provoking environments, stability and structure, goal setting and feedback, teamwork opportunities, skills and knowledge, analysis of weaknesses, hands-on training, conditions of curiosity, and education as per the needs of individuals. Though parents are more interrelated with their children's character-shaping, teachers' role in a child's life is irrefutable.

According to historian Henry Adams (1907), A teacher affects perpetuity; he can never tell where his influence stops. Effective teaching

can be stated in several ways, including teacher behavior (civility, warmth, clarity), teacher knowledge (of students, of subject matter), teacher beliefs are elements of effective teaching.

According to a study (Burroughs et al., 2019), there are five factors associated with superior student attainment: teacher experience (measured by the total number of years of teaching), teacher professional knowledge (measured by the degree of education, and self-reported preparation to teach mathematics), and teacher provision of the prospect to learn (measured by content coverage and time on mathematics).

Robert J Walker has enumerated 12 imperative characteristics of the most memorable teachers in his work which embraces being prepared, a positive attitude, a sense of humor, impartiality, creativity, compassion, etc. The main focus in this chapter is on the professional and personal characteristics of teachers among high school students.

The teenage student welcomes diverse qualities of teachers such as calm, presence of a sense of humor, tolerance, welcoming nature, a well-prepared teacher (Lupascu et al., 2014). It is also important to note that effective teachers have the skills to inspire students to devote their fullest potential to learning through their personal and professional skills.

As reported, subject knowledge, communication skills, and enthusiasm are the most privileged features of a good teacher. There was no discrepancy of viewpoints based on cultural background, discipline, or gender – dentistry and medicine ((Singh et al., 2013).

3.2. THE TEACHER AS A PERSON

Lay citizens, as well as educators commonly, accept that the role of the school is ever-increasing, ever-broadening. In a complex world, the school of today is not only responsible for educating the child as a person but also for preparing the whole child to function as an intelligent and competent citizen.

Moreover, the school also must prepare the child to live creatively and productively in a world that we do not know, which we cannot know. We can prepare children for the only certainty that is for change itself. History is itself proof that change has never been so rapid and ever-present a facet of man's life.

The role, as well as responsibility of the teacher, has broadened in direct relationship to the expanding function of the school itself. It is no longer

sufficient for the teacher to be capable to train children in the skills of reading, writing together with arithmetic.
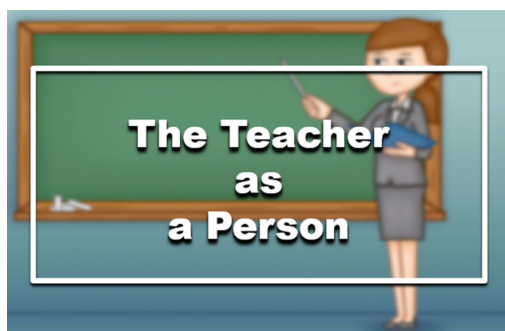
Figure 3.1. A good relationship between teacher and students.

It is no longer adequate for the teacher to be able to transfer knowledge from a book or from his head to the heads of children. All these skills are still important to children as well as teachers. At the present moment, much more than this remains to be done. The scope of responsibilities of the school has become much broader than this. Now a day, the needs of the children are greater than this.

In the present circumstances, the role of teachers has become one of guiding the growth of children and of directing them as they: (a) develop an understanding of themselves, the world around them, and their place in that world; (b) develop the understandings and relationships which will act as the basis for their actions, reactions as well as interactions in the world in which they will live as adults; (c) acquire the skills that are necessary for gaining knowledge as well as understandings.

Coupled with these goals, of necessity, are: (b) developing attitudes that will lead to further desire to learn, and increasing ability to learn; and (a) developing appreciations that will lead to satisfaction and happiness in one's life. Therefore, it has become important to consider all these aspects of the child's life along with the major goals of the school as they are so integrated into their daily living. The importance of the teacher as a person has become expanded as the acceptance of responsibility for more diverse development of the child has been taken into account in the curriculum of the school. Defining the role and responsibility of the teacher as one of "guiding children" involves the participation of the total child together with the participation of the total teacher – of the teacher as a person.

3.2.1. Guiding the Young

Observing the child in several different situations leads to a complete understanding of the child as a person, and probably helps to build a stronger relationship with the child. Looking at his role as a part of the classroom group helps the teacher to create an understanding of the structure of that group, and to further reciprocal understanding of the child as a person.

This helps the teacher to set certain goals for the learners, and some general game plans for structuring the means for achieving those goals.

It is important to the teacher to relate effectively to children as well as adults not only for the personal satisfaction one receives but also as a means of building one's self-concept. Do children come to the teacher voluntarily when they need help?

Do they look to him for guidance in their intellectual endeavors? Do all other adults accept the teacher socially? Does he have satisfying, sustaining relationships with other adults who are important to and interested in him?

Does he recognize his weaknesses working to improve those that can be improved, ignoring those that are unimportant, and living healthily with those over which he has no control? Is the teacher pleased with the number of roles that he is called on to play?

With a happy acceptance of one's role and of one's self comes the confidence to stand by those convictions for which one has support. With this acceptance also comes the flexibility to change and to question, where questioning is called for when the best available evidence suggests a change.

The teachers as a person develop an understanding of him; develop an understanding for others and satisfying relationships by perceptive interaction with others in various other situations.

He grows by becoming aware of the weaknesses, strengths, desires as well as needs of others. In the light of this awareness, he examines his own needs, desires, strengths, and weaknesses; how he can put his strengths to best use, overcome his weaknesses, and improve his effectiveness to satisfy his needs.

3.2.2. Improving in the Profession

As a professional person, the teacher is strengthened by improving: (a) his knowledge of teaching techniques; (b) his knowledge of the learning process, and; (c) his knowledge of the subject matter, the techniques, and the processes of inquiry in which he guides his learners.

Techniques prove to be productive only when they are the product of the synthesis of: first, a complete understanding of the goals in favor of which one is working; second, an understanding of the matter that is to be taught to the children and third, an understanding of the learning process as well as its relationship to the learners that are involved in the learning process.

Techniques related to teaching can be handed down from teacher to teacher. However, they are most effective when they are the product of one's own thinking and experiences. As other understandings are gained but the development of techniques is a natural process.

Seminars, in-service courses, and summer classes can extend knowledge of the materials to be taught to learners.

> We need to learn about the various behavior of pupils in order to educate teachers to assist pupils. As we learn this, supervision, teaching as well as teacher education will become more of a science field and less of an art field.

3.3. 12 SKILLS TEACHERS REQUIRE TO BE EFFECTIVE IN TEACHING

Teachers influence the lives of students much more significantly than one can ever imagine. A teacher who possesses the right skills influences and inspires the entire lives of students. They act as instruments that can ignite powerful thoughts in the minds of students and help them unleash their true potential.
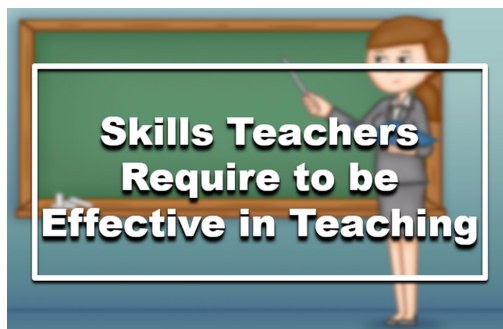
Figure 3.2. Skills teachers require to be effective in teaching.

Teachers need to have certain skills to bring about such long-standing impacts. A few skills teacher requires to be effective in teaching are explained as follows.

3.3.1. Discipline Skills

Discipline is the first and most important skill that you should possess as a teacher to be labeled as effective. It is a vital component of effective classroom management. It is necessary to maintain as our discipline ensures that positive behavior is encouraged inside classrooms.

There is a common belief that discipline is all about punishing students, which is not true. However, it is one of the ways to guide as well as management students. Discipline is directly influenced by the type of relationship a teacher has with his students.

The most important discipline skills you can have to involve responding to students, reciprocating their interests, and being respectful. A good teacher is always skilled in fixing an effective routine with the right amount of flexibility.

As you might be already aware, relationship building, as well as proper communication, is a very important skill as well.

3.3.2. Classroom Management Skills

A teacher can win the half battle by ensuring the good behavior of students. However, to be labeled as an effective teacher, you should also be able to help students develop study together with work habits.

Good classroom management skills begin with setting up a list of dos and don'ts. A teacher should always establish a clear set of rules on the very first day to mark the importance of classroom dignity.

Teachers should exercise patience in addition to a deep sense of kindness and care towards their wards. As an empathetic teacher, you will win over the hearts of your wards through demonstrating sensitivity, particularly at the time of student rifts.

Teacher-student relationships become better when you demonstrate a willingness to lend an ear to the problems faced by your students. To create a positive, productive as well as safe learning environment in classrooms, teachers need to establish a good rapport with students.

3.3.3. Observation Skills

It is the prime responsibility of teachers to have a detailed understanding of the emotional, social and cognitive development of students. It makes sense to a teacher to be aware of the learning capabilities of different students since a classroom is filled with students coming from different parental backgrounds.

Therefore, we can say that observation is the paramount skill that every teacher should hold on to become an effective tutor.

Generally, a class is a mix of slow learners as well as intelligent students. Hence, it becomes a challenge that teachers face day in and day out when they need to adopt particular teaching patterns so that no student is left unaware of the topic.

It is important to understand the innate abilities of each student to match the teaching pace. We should not forget that, given the type of learners in your classroom, "One size does not fit all." An efficient teacher should try to adjust his teaching pace, taking into consideration the overall IQ level of his class to make sure that every student gets to benefit from the classroom lecture.

3.3.4. Student Engagement Skills

Every teacher handles several students with different mentalities in respect to learning. Some students indicate a keen interest in learning, whereas others are distracted at the smallest provocation. Hence, an effective teacher must develop student engagement skills so that he can motivate his students in the classroom.

With the usage of different strategies such as the use of visuals as well as impressive facts and feats, a teacher can make the educational content more interesting for students.

One of the best ways to ensure that your students are engaged in the class is by developing a strong rapport with students. A teacher should display genuine interest in them and their interests will automatically be grabbed by the teacher. It is important to be receptive to their ideas and queries.

You should take that extra effort to understand their problems and lives in a better way. Student engagement skills come naturally to some teachers. However, others make progress with continuous practice. In case you do it in a good manner, you become a "go-to" source for the educational or emotional support that every student desires.

3.3.5. Strong Communication Skills with Students and Parents

Being a teacher, every single day you are always putting your communication skills to the test. Hence, we can conclude that it is very important for a teacher to have an effective command of communication skills. Your oratory skills in addition to a strong understanding of the subject matter will help you to grab the attention of your students, which leads to a high level of concentration towards the topic you are discussing.

You can make the subject material interesting to them by preparing the topic before be discussed with students, and it will help you in clarifying the doubts of students. It is expected from an effective teacher to communicate with the parents of their wards. When you start interacting with parents constantly then only you will be able to cover the gap between what is going on in school to what is expected from a particular student.

Figure 3.3. Strong communication skills with students and parents.

Parent-teacher meetings together with email, as well as telephone conversations with parents or guardians, are the tools that will help teachers stay in constant touch with parents of their wards. It becomes possible for teachers to update parents regarding the progress as well as weaknesses of their wards with such conversations.

3.3.6. Teaching Skills

The profession of teaching is considered a noble profession that can change the lives of students for the better. Hence, every effective teacher should possess good interpersonal skills along with strong presentation and effective speaking skills. Skills of teaching include not only all of these but many more such as great organizational skills.

For making the teaching process more effective, teachers should be well prepared for their lectures, ensuring that they carry all the material

that aids in teaching to the students. You should have a strong instinct for working in groups. An effective teacher should rank high on empathy and rapport-building strategies along with motivational skills that will keep the fire burning in the bellies of students. Effective teaching skills also involve giving timely feedback about the behavior and performance to the parents of your wards.

3.3.7. Subject Matter Expertise

Subject knowledge is a major element of what is transferred, along with teaching skills. Subject knowledge has a very important role to play because high-quality teaching rests on teachers understanding the subjects they are teaching. Every teacher has a specialization in a specific subject. After getting experience in teaching, effective teachers stand in line with the changes to the curriculum of their favorite subject.

Effective teachers must keep themselves in touch with the new topics that are added to the course to ensure that their students receive the best education from them. Students will be encouraged to pose questions with a belief that their queries will be clarified at that moment only when teachers exhibit a high level of subject matter expertise. Thus, this overall knowledge related to the subject you have chosen to teach will pave the way for interesting and interactive classroom sessions.

3.3.8. Time Management Skills

It is simple to be carried away by various diverse features of teaching. Nevertheless, you have only restricted classroom time. In addition to making sure that the curriculum is covered within the pre-defined period, an efficient teacher should also give importance to the time consumed by students to complete their assignments. Teaching takes time, therefore; one should follow a comprehensive plan to organize the working day around teaching as well as non-teaching priorities.

An effective teacher should strategically plan homework tasks to offer repetitive practice to students. A teacher can ensure the best use of classroom time through structuring as well as framing assignments that will help students to give time for studies while being at home. Skills of managing time effectively are very necessary for providing quality education to learners while also meeting the specific learning needs of every student.

3.3.9. Clear Planning Skills

Clear planning skills are important to the process of teaching and learning. A teacher should be able to plan the objective for each class in simple terms. Planning ahead of time helps a teacher to be more confident about the subject matter that they are going to deliver each time they are in a class.

At the time of planning, one should not forget to consider that there could be unexpected holidays and unexpected events. An effective teacher needs to have measures for students who are absent at times to help them catch up with the rest of the class.

3.3.10. Passion and Positivity

Being passionate about teaching is a prerequisite to be an effective teacher. You can learn from experience, and there would be a constant search for methods to improve yourself as a teacher; however, this can happen only when you are passionate.

As you are a role model for your students, maintaining a positive attitude is also very important. The way students behave and grow reflects the attitude of the teacher towards each student in the classroom. Therefore, you should maintain a positive attitude towards each student and ignore negative elements in the classroom.

3.3.11. Be a Team Player

Students would love to have teachers who are polite, friendly and understand them as an individual. Working with your students as a team would help them have fun at the time of learning rather than forcing students to learn by disciplining.

A positive atmosphere can be created in your classroom by helping students to associate learning with fun activities. In case you are a team player, you can help students to create a bond not just with you, but also amongst them.

3.3.12. Patience

It is not an easy job to manage a classroom full of students. There are a few students in every classroom who would test your patience. However, it can produce only negative outcomes in case you lose your nerves at the time of such testing times.

You would be able to improve your classroom atmosphere effectively by being patient and working with troublesome students individually.

3.4. WHAT IS THE ROLE OF A TEACHER?

Teachers play vital roles in the lives of the students in their classrooms. Delivering classroom instruction is the primary role of a teacher as it helps students to learn. To accomplish this, teachers must productively navigate the curriculum, prepare effective lessons, manage classroom materials, grade student work as well as offer feedback, and collaborate with other staff.
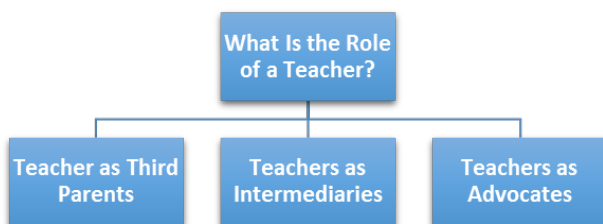
Figure 3.4. Role of a teacher.

Generally, it is believed that teaching only involves executing lesson plans but being a teacher involves much more than that. The profession of teaching is extremely sophisticated that regularly extends beyond academics. Teachers must also function as surrogate parents, counselors, mentors, role models, and even almost-politicians in addition to ensuring that students experience academic success. The numbers of roles a teacher may play are limitless.

3.4.1. Teacher as Third Parents

Teachers of the elementary school contribute tremendously to the development of students. In the formative years, the experiences of a child shape them into the person they will become, and teachers help in no small way to discover who that will be. Many teachers develop almost parental relationships with their students because they are such a big part of their students' lives.

Teachers are tasked with being mentors and positive role models to their students every day due to the sheer amount of time that school is in session. Students learn so much more than language arts, social studies as well as math from their teachers—they learn social skills like how to make friends

and be kind to others, how to distinguish between right and wrong, when to ask for help or be independent, and various other life lessons that parents tend to echo. Students learn all these things from teachers first in many cases.

Almost all teachers learn to care deeply for their students and always want the best for them, but the nuances of a teacher's role as a semi-parent largely depend on the age of their students.

Irrespective of the fact that a student is attached with their teacher or not, they probably revere and respect them much like they do their guardians or parents and teachers probably treat them as they would treat their children. There are some cases where teachers may be the only mentor of a student.

3.4.2. Teachers as Intermediaries

Although a teacher is considered just like a parent, it does not leave the real family of a child out of the picture. In other words, teachers are only a part of a large equation. An efficient teacher requires almost daily communication with families about everything from academics to the behavior of their children. Some of the most common forms of parent-teacher interaction are mentioned as follows:

- Weekly newsletters;
- IEP meetings;
- Parent-teacher conferences;
- Calls, texts, and e-mails;
- Reports of progress.

Over and above these standard practices, teachers must often explain their preferences to their student's parents and conciliate them in case of conflict occurs. A teacher must be prepared to defend their choices and their students in case a guardian or parent finds out about something going on in the classroom that they do not like.

They must make firm decisions about how to act in favor of their students and then be able to justify the same. In simple words, a teacher should always stand firm but hear families out. Teachers play the role of intermediaries between students and their parents in education. It is a fact that parents are easily frustrated when they do not understand why or how something is being taught. To prevent this, teachers must keep families in the loop as much as possible; however, they should also be ready if someone is displeased with their decisions. Teaching involves supporting the best for students as well as explaining how practices are beneficial for them.

3.4.3. Teachers as Advocates

The role of the teacher is ever-changing. Once curriculum materials were issued to teachers with a clear set of instructions explaining exactly how to teach them. It was found that the approach was not effective or equitable, as it did not acknowledge student individuality or real-life application. At present, teaching has become responsive as it evolves to fit the demands and needs of every cultural and political climate. To become valuable members of society, a responsive teacher counsels their students to use the knowledge they learn in school. They advocate for being productive and informed citizens by educating about current events together with social justice. Teachers must always be equitable, aware, engaged, and ethical.

In many circumstances, the modern teaching profession also includes advocating for students on a political level. Several teachers:

- Mentor new teachers to prepare them for teaching the youth of their generation.
- Work with colleagues, politicians as well as members of the community to set attainable and clear standards for students.
- Participate in the decision-making to deal with problems affecting the learning of students.

The work of a teacher is critical and far-reaching—the world just would not be the same in absence of it.

3.5. THE IMPORTANCE OF TEACHERS' BEHAVIOR AND STRATEGIES IN MANAGING A CLASSROOM ENVIRONMENT
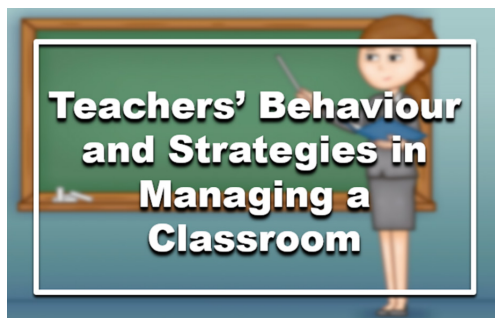
Figure 3.5. Importance of friendly environment in the classroom.

3.5.1. Evidence on Teacher Behavior: Classroom Management Style

This is a very important theme as teacher behavior can affect many different situations, including the way that staff and students respond to you, the classroom environment, and the overall behavior management within your classroom. The behavior of teachers, whether conscious or unconscious, can affect the behavior of students.

We will be looking closely at the management styles that teachers may use within their classrooms, teacher-student relationships as well as the labeling within this theme. The teacher is the most important part of the overall management and running of the classroom. It is a fact that "when teachers do not want to learn, it is obvious that the students are also not going to learn anything."

In simple words, how the teacher leads and plans the classroom will automatically affect the academic achievement of the students. In case a teacher is not completely excited and engaged regarding the subject matter they are teaching, then the children will pick up on this and not be engaged to learn as much as they could be.

Often, an effective teacher turns into a professional leader who thinks, reflects as well as implements. This role of leadership has several qualities that will help to oversee the running of a classroom. Some of these qualities might involve having plans, well prepared, motivates and inspires others, works well with others, goals, and vision, passionate and focused.

3.5.1.1. The Management Style of Teachers

All teachers prefer to use different management styles on a day-to-day basis. This will be due to the individual preference, values as well as personality of the teacher. Nolan and Levin suggest that teachers can use several management styles and teaching strategies to promote good classroom management. According to them, there are three ways in which the class can be managed; student-directed management, teacher-directed management as well as collaborative management.

The purpose of the student-directed approach is to create as well as build a community of learners in which they care for one another and work productively together. This would mean that the learning process is connected with students and teachers in a collaborative classroom. Just like the student-directed approach, students are given an appropriate opportunity

to control their behavior. This provides a chance for students where they are responsible for their behavior and learning process. The teacher will have sole responsibility for what is going on in the classroom and how the children are behaving and learning within a teacher-directed management style classroom. This strategy could be helpful for a few learning environments in which there is a need for teacher's direction.

3.5.1.2. Relationships Affecting the Behavior of Students

The relationships of teacher-student that are present and made inside a classroom can have huge effects on behavior management as well as overall academic achievement within a classroom. Teachers who are effective and proficient are comparatively more capable of influencing the lives of students than teachers who are not effective and proficient.

A classroom must be effective to make good relationships among teachers and students. Trust forms the basis for these relationships where the students feel comfortable. These relationships could be an important aspect not only within the classroom but also for the future of your student's lives.

Especially at a young age, students need role models or someone to look up to who may influence their lives. An efficient teacher needs to make good connections with all of the students.

Positive relationships between you and your students as well as effective classroom management will produce a good environment for students to learn.

The language that teachers use or the way they communicate can affect the relationship between students and teachers. Often, teachers can label students in terms of the language that they use in a classroom. This can be seen by judgmental or descriptive language that the teacher may use for a student.

3.5.1.3. Labeling

It is important to note that every student within any classroom is a unique individual and responds differently. The favorable relationships that you are expecting may need some extra work with some students, especially those with trust issues or those with special needs. In case you want your class to be well managed, interacting well with all students is important.

"Students who feel liked by their teachers reportedly have more productive classroom behavior as well as higher academic achievement as

compared to the students who feel their teachers hold them in low regard." This links in with those teachers who have an unconscious label placed on a student in a classroom. Students may start to act upon this and behave in the same way when they believe that the teacher has placed this label upon them.

How students behave is affected by how teachers perceive them. It was found that when the students who were labeled "at-risk" were taught as if they were gifted, these students performed better academically. By conducting this study, it was observed that teachers had already labeled the students to be "underachievers" or "at-risk."

3.5.2. The Use of Practical Strategies

There are several interventions and strategies that a teacher could use to provide a good behavior management system as well as maintain control. "A strategy denotes an action that teacher takes intending to stop the disruptive actions and return the student to the academic activities."

The strategy should be selected based on the teacher's knowledge of what they know about the child, the misbehavior or action issue, and how often it takes place. There are numerous strategies, however; three strategies are focused in detail. These will be the "use of reward" or the "use of encouraging and reinforcing behavior" as well as the "use of I messages."

3.5.2.1. Encouragement and Positive Reinforcement

The use of encouragement and positive reinforcement is one of the most important factors in a well-run classroom. This strategy links in with the beliefs and behavior of the teacher. In case the expectations of a teacher are high for their entire student's then praise, positive encouragement as well as feedback will come naturally. In addition, the students will often respect you for the same, have an appreciation of learning, and want to please you.

The children will be motivated to do well when we use positive reinforcement and encourage the children to learn. "The teacher serves as a powerful model in providing examples of ways for students to support each other with questions for clarification, words of encouragement as well as entry for collaboration." From this quote, we can conclude that the teachers have the power to create a comfortable and positive environment for the children to learn. The students could start to model the practices of the teacher with positive feedback and encouragement. They may apply this to their relationships with peers as well as others. This strategy is very effective

and crucial to students who need reassurance. An inclusive classroom will be built in case the teacher is constantly providing encouragement and feedback to all students. As a result, students will have many advantages for their bright future.

The objective of this theory is that once the teacher has identified the student's negative behavior, then he will be able to redirect their actions by using the same energy in a positive way instead of a negative way.

3.5.2.2. Giving Suitable Feedback and Rewards

One of the most important forms of reward is the use of praise and positive reinforcement. As praise can be satisfying to students and can affect the quality and quantity of work and performance of the students. The use of informative feedback and verbal praise can "allow students to receive satisfaction for the progress they have made so far, and are a much better way of rewarding instead of monitoring or using threats." However, there are many arguments against the use of reward systems as well as praise. It has been said by many that the overuse and over-reliance of verbal praise may become unhelpful and ineffective.

However, it is very surprising to see that many teachers still use this strategy throughout their teaching as a tool for creating a manageable and positive classroom environment. In the year 1972, Ginott found that praise could be classified into two types; evaluative praise and appreciative praise.

Teachers must not judge a character or evaluate personality while giving praise. This type of praise would be commendable. This clearly shows that praise as a type of reward should only be used in case it is effective as well as makes a difference to the dynamics of the classroom. Some examples given by Burden include rewards delivered in various ways such as – activity rewards and special privileges (use equipment, play games), grades, spoken and written praise, material rewards, symbolic rewards (honor rolls, posting good papers) as well as teacher rewards (opportunities to work with the teacher).

3.5.3. Constructing Clear and Consistent Rules

Well-constructed rules are essential for maintaining an environment of classroom efficiency as well as reducing incidents of misbehavior. In the year 2010, Nolan and Levin state, "Evidence indicates that children in general together with children who exhibit disruptive behavior, in particular, are highly sensitive to changing conditions and situations. Therefore, the

requirement for rules and regulations is apparent. Consistency in the classroom is provided by clear rules. Students prefer to know the consequences, rules as well as rewards instead of having a teacher who makes up new rules or arbitrarily changes the same to fit the moment.

In the year 2004, Jones and Jones also go on to suggest that helping students accept and understand the classroom and rules of the whole school can provide benefit to students as well as teachers. The use of self-monitoring techniques is another important aspect that relates to the development of rules in the classroom. In the year 2004, Jones and Jones stated that rules should assist students to select appropriate behaviors instead of being used as a means of catching out the student misbehaving.

When a student misbehaves, teachers should discuss with the child the actions performed by them. Teachers should also examine the motivation behind their actions and the consequences. This technique is considered as one of the powerful techniques to help students overcome behavioral issues because in case students are encouraged to examine the motivations behind their behavior as well as the consequences of their actions, then they are less likely to perform the same actions next time in the future.
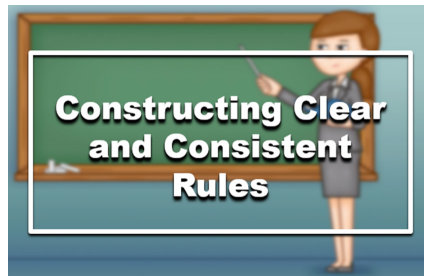
Figure 3.6. Constructing clear and consistent rules.

This idea is almost similar to Jean Piaget's (1970) theory of moral development of children. Piaget stated that children go through several diverse stages in life as they develop morality.

3.6. WHAT IS ACCOUNTABILITY?

Accountability is an ethical concept – it is concerned with adequate behavior, and it deals with the responsibilities of organizations and individuals for their actions towards other agencies and people. The concept has applicability in practical settings, particularly in defining arrangements for management and governance in private organizations and public services.

The term is often used synonymously with concepts of liability, transparency, answerability, and other ideas related to the anticipations of account-giving. As an outcome, various actors comprised in discussions on accountability usually have distinctive perceptions of this concept. The literature on accountability suggests these many distinctive perspectives. The discussion aims at focusing on one or another element of accountability, and this has induced the course of the discussion on accountability.

The term is greatly used in debates of educational reform among educational representatives but remains somewhat incoherent and unclear.

3.6.1. Organizational

In publicly administered services, bureaucratic or organizational accountability is the most common form. Exercised by seniors through hierarchical relationships, organizational accountability is assumed to secure compliance with some explicit standard or rule, comprising public service targets.

It is valuable to take into consideration that even when actors have a substantial amount of autonomy in their conduct, they may still feel the burdens of organizational accountability. In the educational sector, organizational accountability expresses the relationship between schools' teachers' empowerment and organizational characteristics, assessed as the experience of individual teachers. Teachers' feedback about schools' organizational practices can help in ensuring consistent improvement as well as organizational learning.

3.6.2. Political

Political accountability is usually done by elected and appointed politicians and is mostly about accomplishing democratic control. The mechanisms of political accountability are executed in three dimensions: (1) election of representatives as well as political parties, (2) ministerial, when accountability is affected indirectly through ministers that are responsible for every affair in their ministry, and (3) legislation stated in constitutional or other comparable documents. Because political norms and agendas are often fluid and of an ambiguous character, political accountability appraisals are usually contested and contestable.

3.6.3. Legal

Legal accountability, in which quasi-judicial and courts accountability systems play the dominant role, is typically about checking the integrity of individual and organizational behavior. As Bovens (2005) argues, the significance of legal accountability is rising because of the formalization of social relations and the transition of trust from parliaments towards courts.

The public has the prospect of tackling the violation of law through elected authorities (courts) that are legally or formally conversed with definite responsibilities. The delegation of responsibility to autonomous bodies that are subject to legal scrutiny based on comprehensive legal standards, means that legal accountability is the most explicit type of accountability.

3.6.4. Professional
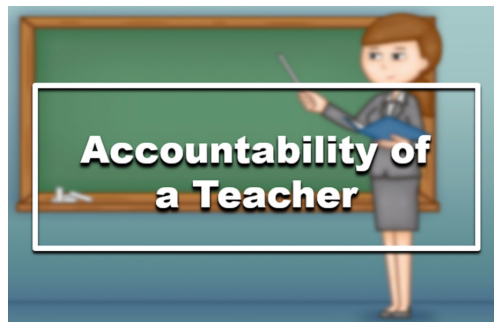
Figure 3.7. Professionalism necessity in effective teaching.

Professional accountability mainly emphasizes conformity to standards and codes of conduct for specialized behavior, monitored by peers, through their professional institutions (e.g., in the medical and legal professions). They are bound by the codes of practice and codes of standards set by the professional associations about the public interest. These norms are requisite for all members, and they are required to be implemented in professionals' everyday practice.

Teachers' professional accountability is permitted in part through the institution of a specialized regulatory body such as the GTC, which has the constitutional duty "to improve standards of professional conduct among teachers" and "to help advance standards of teaching" in the public interest.

3.6.5. Moral or Ethical

Ethical or moral accountability has a prominent place in a professional's conduct. It is based on accommodation between the challenging necessities of individual and collective benefits. Ethical or moral accountability constructs on the normal moral responsibilities of people as citizens in civil society and on the recognized ethical obligations and rights adopted by individuals.

Ethical or moral accountability is determined by internal values and is usually associated with an external code of conduct and dignified by a professional organization. The key distinction between ethical or moral and professional accountability is the extent to which it has been integrated with the official standards. While professional accountability is obligatory for members of professionals' associations, moral or ethical accountability depends on an informal code of proper conduct.

In the instance of teachers, they have a duty towards children as well as young people, their parents, and other stakeholders, to act in the best possible interest of students to assist their efficient learning and development. That accountability is to a greater extent dependent on teachers' judgment and people's moral values but is also maintained by their professional status originated from being a member of a peer group that seeks to define and sustain professional values.

3.6.6. Limitations Associated with the Accountability Types

Although accountability arrangements are usually aimed at producing positive benefits, too much accountability or accountability that is incongruously implemented can produce negative effects. The literature suggests that while political accountability is vulnerable to 'scapegoating,' legal and organizational accountability carries the jeopardy of assisting perverse and proceduralism incentives.

The blind spot of professional accountability is its lack of responsiveness to political or organizational demands or the requirements of the service user. Apart from this, excessive democratic control can grow into an obsession with rules, while greater importance on performance improvement would result in inflexibility that fixates on one specific facet of performance.

In that context, 'teaching to the test' is said to be an outcome of levying a performance and target regime that transmits too strong a drive to prove quantifiable performance enhancements at the cost of the overall class of the professional work.

3.7. DE-PROFESSIONALIZATION
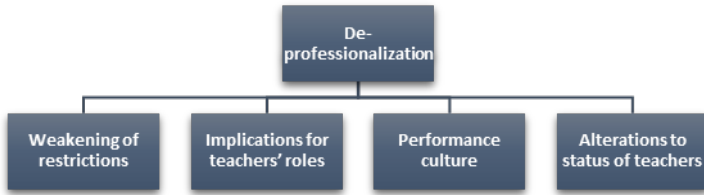
Figure 3.8. Concept of de-professionalization.

The trend of de-professionalization of professionals is also highlighted in this chapter.

This may chiefly impact those individuals whose regulatory arrangements are typically dependent on the professional and organizational types of accountabilities. The public services workforce has been categorized by two contrary trends. On the inside, there is a propensity among more of the formerly un-registered workgroups to get and achieve the status of recorded professions.

Many public service professions progressively state themselves as independent professional groups who regulate and organize the occupational practices and status of their members by developing training and educational programs and necessities and imposing codes of conduct.

The primary objective of such activities is to permit the group to control and govern itself, and to attain obstacles to entry by selecting members who are qualified for admission. On the other side, many conventionally established professions are enduring a process of de-professionalization.

3.7.1. Weakening of Restrictions

It is generally seen that doctors traditionally had stronger mechanisms for controlling and managing their work practices. The trend is progressively to question the self-sufficiency of such professions and introduce more external controls, through market, managerial, as well as consumer-led mechanisms.
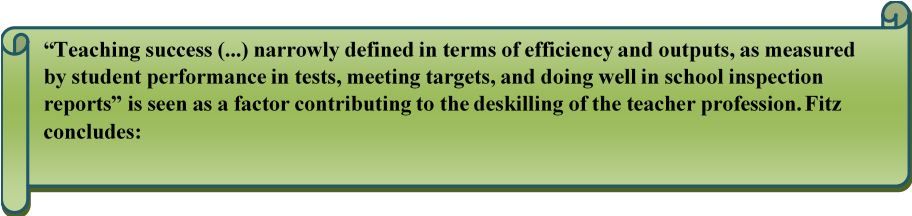
In such a manner, professions lose the exclusive right to govern their members' conduct and collective professional affairs. De- professionalization also echoes the professions' loss of monopoly over skilled knowledge and sole rights to commence certain work. The common people are getting

access to erstwhile restricted practices and knowledge. The trend to de-professionalize teaching is noted down in this chapter. Factors cited comprise performance monitoring and measurement to attain greater accountability and transparency, specifically through consumer choice.

In the UK, new policies executed in recent years have intended at amplifying pupils' attainment as dignified in the national assessment tests. This new prominence may be seen as mirroring the impact of business culture and values on public services. The rise of the 'new managerialism' has altered the focus onto measurable outcomes, and arguably restricted the horizons of education policy.

3.7.2. Implications for Teachers' Roles

These trends tend to highlight the role of teachers as implementers of the stated curriculum instead of originating more creative activities that would be personalized to the specific needs of distinct pupils in the classroom.

> **"Teaching success (...) narrowly defined in terms of efficiency and outputs, as measured by student performance in tests, meeting targets, and doing well in school inspection reports"** is seen as a factor contributing to the deskilling of the teacher profession. Fitz concludes:

The implications for teachers as well as other educational professionals are that they have become reconstructed knowledge workers whose primary objective is to deliver nationally determined pedagogic and curricular strategies.

The creative side of teaching – devising assessment and instructional programs apt to the capabilities and needs of actual students in class – has been significantly lessened. At the same time, a group of performance measurement tools in the form of school inspection reports, examination league tables, and targets measure their comparative outputs and render them both more accountable and more visible to parents and the government.

3.7.3. Performance Culture

It is worth noticing that all such elements impact the quality of teaching and restrict opportunities for students to obtain knowledge and develop necessary skills. It was reported that the performance culture has impacted

the nature of teachers' professional relationships with their students, with local inspectors/ advisors and advisors.

It was argued that the new performance emphasis creates a dependency culture, stratifies collegial relations, marginalizes individuality, and de-personalizes relations between parents, teachers, and inspectors/ advisors.

3.7.4. Alterations to Status of Teachers

According to some studies, it was examined that how these transitions in education policies impact teachers' alleged status. In a recent report by the Universities of Cambridge and Leicester, it was found that there are still distinctions between the teachers' status and other professional occupations.

The common public perception and valuation of teachers emphasized 'responsibility for children' 'educating,' and 'controlling a class.' Some other indicators of professional statuses, such as 'qualifications,' 'expertise,' and 'nature of work,' were hardly recognized as a portrayal of teachers' work. Apart from this, the results of a public opinion survey contrasting the status of 16 occupations, comprising headteachers and teachers, display that there is a large incongruity between 'status currently held' and 'status deserved' by educational professionals. Another conclusion from the survey is that parents steadily rated teacher status higher in comparison to teachers themselves. The significance of raising teachers' status has been recognized as a factor that can optimistically contribute to retention and recruitment. The possibility of developing a novel understanding of the professionalism of teachers, that equalizes accountability and flexibility, is one of the objectives of teachers' unions and professional bodies.

Figure 3.9. Alterations to the status of teachers.

3.8. CONCLUSION

In the end, it is concluded that the teacher plays a very important role in forming the life of students. Therefore, they should possess essential skills that guide students throughout their life. The most important thing is to make the student comfortable in the classroom environment and guide them on what is best for them.

If teachers want to get the best out of their students, they need to work hard and also learn to give their best to students. In addition, there is also a need for supervision of teachers, so they can be held accountable for their activities and actions. So, there should also be senior management like the principal that can keep an eye on teachers that whether they are giving their best to students.

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Chapter 4

Developing Skills for Effective School Leadership

CONTENTS

In this chapter, the various ways to developing skills for effective school leadership have been discussed in detail. The Important skills for successful school leaders have also been discussed. The ways to improve leadership skills in school in children have also been discussed in this chapter. It also explains on how teachers can contribute to developing leadership skills in children has also been discussed. In this chapter, the leadership qualities of the principal and successful school leadership have also been discussed.

4.1. INTRODUCTION

The performance of an organization, a society, or a community would have depended on the productivity of the leadership involved. This revolutionary transition in the workplace has necessitated the development of people with integrity, principle, leader characteristics, and the need for people who are upstanding and principled. in the experience, where several other critical variables shape how a company gets off the ground and prospers, but main characteristics that outline the impressive entities are the positive impression it gives the leaders make are centered around leadership (Hersey et al., 1996).

There is a need for a certain form of leadership in learning institutions. There should be able to be good leadership and adaptability at the top to allow organizations to respond to various challenges, particularly in a school where multiple opportunities occur at different times.

They form the foundation of the whole school that binds teachers, pupils, and staff members together. The widely respected principals have an environment of cohesiveness and community among students, faculty, teachers, and parents in their institutions.

While it is true that many leaders have struggled to show the required traits of good leadership, it is often stated that not everyone is a good leader. They have participated in all sorts of activities for their gain. There is now a high level of friction, hostility, and the whole group is polarized into two camps as a result. While striking often poses a threat to teachers and students, striking and demonstrating are because of their weak leadership.

As a result, they have been stripped of tranquility and harmony, making it difficult for them to produce successful work. It has, however, resulted in a higher demand for productive partnerships between the administration and the teachers that continue to expand with advancements in science and technological practices. The credibility of academic institutions needs to be

maintained by pushing for leadership that results in successful decisions. For principals to model the role for everyone, they must be able to live a lifestyle that everybody will follow. While they all have leadership potential, they all must develop and hone their leadership skills so that each of them can use those strengths in the leadership roles that best fit their stage of life.

Therefore, if a role poses itself for someone who is expected to be a successful leader, they must behave with faith and integrity and have the standard of quality leadership, as well as excellence, to understand and retain reciprocal respect and trust in giving good quality education to students. When we study it more closely, it is clear that education is witnessing dramatic, but necessary, changes that only excellent leadership is required to execute.

A successful school leader should be prepared to work on the design and implementation of sustainable education programs. Also, they should concentrate on allowing others more decision-making powers to make critical decisions and inspire them. In recent decades, the quality of educational standards of public institutions has plummeted due to officials who have made poor leadership decisions.

As a result, the number of private investors has risen significantly, there are appropriate policies in place to give them a substantial market share. Nonetheless, public schools, community colleges, and universities can strengthen their educational leadership strategies by modifying their current leadership models to properly suit the emerging trends of administration.

The leaders in academia, those who are agile, and collaborative will contribute to the creation of higher levels of growth as per many researchers. There are a lot of principal officers that claim that treating others well and listening to everyone are the perfect examples of exemplary models of great leadership. The Stakeholders like students, teachers, parents, management, vendors, should be directly engaged in the policy development process.

As the word, successful leaders are those who are committed to helping people by listening to others, leaders who can also inspire people to consider new thinking, lead an effective debate, and get their heads wrapped around new facts. When seen in terms of their results, qualitative studies have shown that transactional, transformational, and moral leadership perform better and more greatly than other types of leadership. It is necessary to go to whatever lengths to serve others if one wishes to attain their purpose and aim. At work, helping others helps improve the relationship between the boss and workers because doing so helps both achieve mutual goals.

Job satisfaction is improved as workers are made to feel a part of the company and they have the chance to be successful at the same time. Competence is essential, but competence is difficult to build. Being mindful of their abilities is much more vital. If they have a positive outlook toward a leader, they are actively working to help him expand his influence.

4.2. THE IMPORTANT SKILLS OF SUCCESSFUL SCHOOL LEADERS

4.2.1. Ability to Embrace Their Vulnerability

It is the insecure self that struggles because the interpersonal needs of school leaders are not fulfilled. Individuals end up neglecting the part of themselves that wants to be genuinely spoken to, nurtured, and supported because they are shielded behind a curtain of consciousness and sometimes anxiety. This is something that successful school administrators are aware of.

Vulnerability is not seen as a symbol of failure by them. They understand that it is something that distinguishes their humanity and that it must be protected. When they recognize that, unfortunately, in an increasingly inhumane educational environment, defending their insecurity requires maintaining ethical methods of guiding themselves and others.

4.2.2. Ability to Dig Deep

The school leaders who understand that encouraging curiosity, embracing complexity, and responding to the questions around self and purpose in life are among their greatest accomplishments. They are going for self-actualization and realize that the road cannot be traveled by traveling a twisting path of data and outcomes, so they do not spend resources on trying to generate those data or success metrics.

There is a profound personal and social responsibility to attend to any single person in the school if their children's ability is to be realized. Having the confidence to ask in joining fresh and important debates is a strong leadership trait for their students because it will offer a new perspective on the significance of the topics that matter most to the majority of them.

Figure 4.1. The important skills of successful school leaders.

Source: Image by Pixabay.

4.2.3. Ability to Admit When They Have Made A Mistake

When school leaders realize they have made an error, they are not ashamed to place the do the blame on their shoulders and point out what can be done to fix it. The risk is something that one cannot escape. Rather, it is something they must face and then learn from, allow everyone to expand upon their personal development.

Skilled at leading, they are exceptional at expressing their message to others. Schools like this contribute to the economy because they provide an exciting environment where both imagination and innovation flourish. As far as relationships go, trust is the bond that holds it all together. Staff and students alike know that if they do not like things are going as planned but instead are encouraged to find new pathways for development and discover new learning experiences.

4.2.4. An Aptitude for Reflective Thinking

Teachers and school administrators are very well aware of the fact that reflective practice is important for professional growth and transformation. Bridging into contemplation is a part of school planning and school management practices and likewise cultivating themselves and strengthening the society are an important objective of education administration.

4.2.5. Ability to Communicate a Compelling Vision

The vision of the school leader is frequently the impetus for getting people together and facilitating the reform process. There are only two requirements for a fruitful imagination: a goal that can be accomplished, and the desire to challenge others to accomplish it. Many effective school leaders have at least an above-average ability to communicate and the facts, but few have above-average trust in their ability to share stories. They have excellent capacities for inspiring belief and commitment among those they lead.

They not only have the conviction, but they still practice what they preach, in terms of the same belief. It is important to remember that their words mean what they say. They still embody their view of the importance and the significance of the overall project of education, along with their success and determination to go forward and make it better even when faced with tremendous challenges.

4.2.6. Demonstrate Self-Understanding and Self-Management

Many principals, in reality, focus, to put a great deal of time and effort into developing a self-management understanding and themselves. Many would assume as interested individuals and institutions keep working on it for a long time, something can happen that yields benefits for them and their schools.

These school leaders tend to see their convictions about becoming a leader as defined, rather than expand on who or try to define the things that have triggered them. The main character would rather let go of tactics that no longer support them to be the leader they consider themselves to be, than cling on to methods that are no longer useful.

4.2.7. Ability to Lead Authentically

It is important that school leaders never strive to be like another, and never imitate, in another's footsteps. Every day, they want to stand out from others and try to become the best, rather than falling into the second-best practices of some. They follow through with great consistency, regardless of the context and the scenario. To grow, they have to believe that they are competent. They are rarely troubled with self-doubt and insecurity.

When negative feelings or feelings have reached a point where they can regulate negative emotions, she/He has built inner strength to cope with them. A lessening of inauthentic approach to various problems causes the

things are expanded capabilities for resolution means that they are much less likely to use inauthentic coping mechanisms, and therefore less likely to break and allow other people to go astray. They go to great lengths to preserve an unfathomable, still the heart of calm and certainty within themselves. their behaviors remain genuine and trustworthy regardless of the social context in which they are presented.

4.2.8. Use Deep Listening Skills

To be a successful school teacher, they have to be able to hear, but they still need to listen to students, and it is important to still allow the other students to have a voice in the classroom. This thereby necessitates obliviousness, as a result, they have drawn the lesson that listening is the principle of modest investigation.

Figure 4.2. Use deep listening skills.

Source: Image by Flickr.

When speaking about others, they use their hearing skills to find out more about them, though they do not know it, to draw them out and inquire more about things. Instead of treating people as end-users, they aim to represent people in the service of partnership and empathy that can be built by listening skills.

The leaders put a great deal of effort into their coaching education. They realize that listening is one of the most powerful tools that a coach can have at their disposal. They have also developed these skills to serve a variety

of educational meetings, operational and faculty development functions, recognizing the fact that this will assist with managing anything from general meeting topics in classrooms to creating assignments.

4.2.9. Display Emotional Intelligence

It is because they can effectively manage their feelings that they can properly control those of others that they can do. Successful school administrators know that this: They make an effort to develop positive emotional well-being as well as physical wellbeing. The main point of this statement is that even the most faceless of sounds have their role to play in our lives, even the quietest of sounds playthings must have their role to play, and even the seemingly insignificant tasks must be completed. They process them in a more wholesome way that is safe and gentle. They are less prone to empathy than other people. This is what makes them more empathetic; they are, not just because they are open to receiving feelings, but also when giving them.

The value of these leaders in their coaching to cultivate their emotional maturity is best demonstrated by their use of coaching. When they have discovered, they all have come to a better understanding of their emotional intelligence while they were coaching other people, they have been helped by their understanding to discover more practical and dynamic ways to interact with people with varying emotional maturity.

4.2.10. High-Level Relationship Management Skills

In successful schools, students' eyes, teachers are seen as people who share in their triumphs as well as their troubles. They have been adept at building these emotional and social ties and relationships. They are dedicated to keeping their school connected to their society every day and long-living networks daily by doing all that is required to cultivate and maintain positive connections with other members of their neighborhood.

They use their expertise to assist with connecting team members with one another, helping to avoid confrontation, as well as offering aid in its solution. It is difficult to have challenging discussions that do not denigrate or belittle others, particularly with people who were not raised with the same views and attitudes as they were.

For the most part, through experience, these leaders have developed personal characteristics that allow them to properly handle people of all kinds. Personality is increasingly identified and recognized, particularly with emotional and affective signals and mechanisms Any of the guys who had

experience as players had built up greater expertise as coaches and were also better able to read the personality of their players because of this knowledge.

4.2.11. Developing Their Coaching Skills

The Certification techniques are given on how to imply what it takes to be a successful school teacher to certain fresh new practices, all of which claim to help guide them toward a new idea. But often people underestimate what is necessary to succeed in school leadership; it includes the interactions with others and building partnerships.

When relationships get unstable or disappear, schools can find it more difficult to meet their goals and team cohesion can diminish. By the same token, leaders could have spent far more time coping with the concerns of the workforce than with regards to management, as opposed to concentrating on more of their true positions. The fact that a large number of leaders have not been given time to learn or chances to practice managing challenging conversations does not keep them from being challenged about being ready for difficult encounters is something, however, which is held against them.
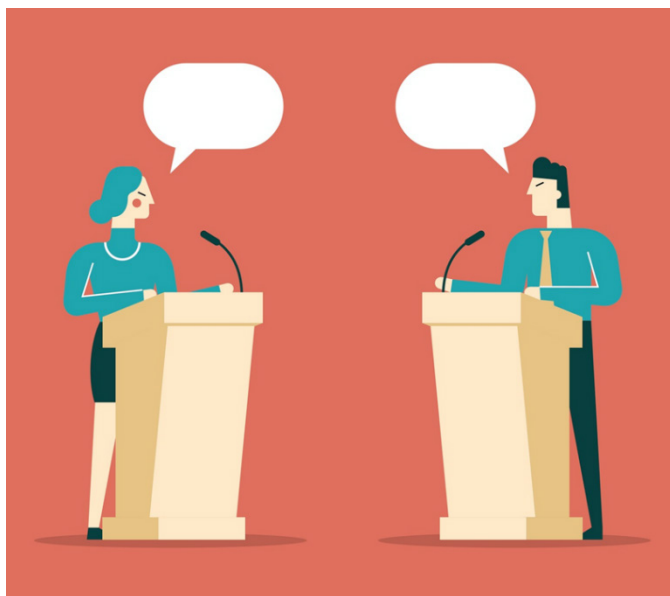
Figure 4.3. Debate is an effective method to develop leadership in students.

Source: https://danforthdispatch.com/agree-to-disagree/

4.3. WAYS TO IMPROVE LEADERSHIP SKILLS AT SCHOOL

Many thing people today will return to their colleges and universities to establish their leadership positions in the workforce in the future. In reality, researchers have found that performing initial, and creative research has proved to be the most successful method of improving leadership skills. And while there is a grain of truth in this statement, it is not the only way.

Simple things they are capable of doing daily can allow them to discover their leader. Self-confidence and trusting in themself are the most is what counts. The shortcoming with leadership training and education is that the staff or the workforce can believe in certain popular misconceptions about leadership, and so these common mistakes will perpetuate and become a long-sometimes dangerous delusion.

4.3.1. Join Clubs and Activities in Which They Are Interested

There are a variety of activities available to students in school that can help them boost their self-confidence, as well as becoming friends with people who are interested in the same things. There is far more about a leader than outstanding intellectual ability. Doing the education and then challenging their self-further education means gaining new knowledge and acquiring new challenges.

If one wants to have an impact on the community, one should get involved in clubs and organizations. The things they will learn in the club will assist them in any logistical tasks, include decisions, contribute to policymaking, consider potential entrants, schedule new meetings, and give them more knowledge.

To see all those potential for progress, for the most part, they have to participate in meetings daily and use the experience in different initiatives. When one immerses oneself in the subject, the greater the potential for incredible learning will become.

4.3.2. Make Presentations and Speeches

A commanding presence in public speaking is something that all great leaders are good at. The issue is that any accessibility is brought up by the existence of this solution. It is also the case that many people feel uncomfortable when speaking to the public, and they believe that they cannot have good facts. It is necessary to attempt public speaking during their school or university

years, particularly if one is aiming for a position in which they will be called upon to talk in front of a large group because public speaking is very uncomfortable for some people.

For any successful presentation, there comes an expectation that one will be given. As a result, it is possible to become desensitized to the anxieties that have blocked them in the past. It might be a smart thing if the school provides a course in public speaking, interpersonal, oral communication, and listening skills for them to do so.

4.3.3. Joining the Student Government

It is a given that the path this student is considering is taking is the obvious one, but, curiously, some students are not contemplating the possibility.

Teachers and administrators also label students with these attributes as natural-born champions and optimistic when they step up to run for office. It is my conviction that such divisive convictions will do not prevent anyone from seeking to enter the student government.

They have to build the correct forum and have to strengthen their leadership skills to get elected by their peers. While students must give time and energy to student government engagement, this is important that they remember, however, that involvement in student government requires both time and effort. Going to do their best, even though they believe they will not be 100%, is a complete waste of their time.

Apart from being a few administrative positions in the primary, there are a variety of different opportunities for students who choose to participate in the program. The job of the treasurer is very responsible. The same refers to becoming a public relations representative, secretary, as well as residence hall representative. Before applying, please make sure they have a clear idea of what each job involves.

Figure 4.4. Student Council/Government.

Image Sources: https://themillennialbuzz.com/the-undeniable-importance-of-a-student-council/.

4.3.4. Generating New Ideas

Some rituals and traditions date back to the students of a past era in every classroom. Sharing their thoughts with others and collaborating to help them be executed would enable them to produce great results.

an important thing is for an extrovert is that she is doing is taking the opportunity to change student life. If one is looking to raise money, starting a new student media, creating a group project, or starting something that draws attention to the whole student body are all good options. Enthusiasm and persistence are necessary, though participation may be strenuous. while their involvement is incredibly strenuous, their degree of satisfaction will be high. They need not be shy in discussing their ideas with the academic advisor. The clearer it would be to make their vision of transforming campus life for all if they articulate it in greater detail and cultivate the necessary base of support.

The desire to expand leadership abilities through education will help to get the work ahead in the long run. And if one is looking for jobs in a leadership position at their current place of employment, the expertise and competencies would be important to their prospective colleagues.

Figure 4.5. Brainstorming of ideas by students.

Source: Image by Pixabay.

4.4. EFFECTIVE SCHOOL LEADERSHIP

For administrators to become leaders, if they are not organizational managers, they must grasp the capabilities of their personnel, keep an open dialogue, particularly with their staff, and provide clear and valuable input, as well.

4.4.1. Focus on Respect Rather Than Popularity

While that student interests and needs could initially lead people to a certain decision, it is stressed that institutions should focus their decision-making processes on student needs. Students are rather than supporters of policy choices at the heart of the decision is something one should bear in mind. Keeping them at the heart of their reasoning will make staff members, even the dissenters, on board with them.

4.4.2. Establish Clear Goals

One should talk with the team and find out their responsibilities in helping to achieve such joint goals and making sure that they know where they are on them.

4.4.3. Listen to Input from Their Staff

Maintain an open mind and take the opportunity to deal with the suggestions of the team so one can avoid thinking his strategy is the only solution.

Approaching the organization of a company in this way reveals that they take customers seriously, as much as it demonstrates a genuine interest in their needs. Have a clear policy in place regarding openness, but also consider how they can implement it. keep the hours free of distractions by doing their regular either weekly schedules and routines and by Themself or by hiring private tutors or students to make contact with the class.

4.4.4. Lead by Example

Doing this activity would serve as a wonderful tool for them to increase their organization's productivity and enable them to work towards the qualities they want in their staff to exhibit in the habit of doing. And minor acts such as lunching may be an occasion to model the staff's behavior.

Normal, positive feedback is important. Since the evaluations are more effective when done immediately after an experience, they should be able to include examples in the report. Feedback does not have to always be unpleasant. Praise and trust workers with open arms because of their willingness to improve their abilities and approach their limits and use their personal and professional growth in securities for their gain.

4.4.5. Delegate

Set up their employee's confidence arrangement so that boss can assign those duties and spare time for other goals.

4.4.6. Make Meetings Matter

Meeting with daily meetings, particularly if nothing is on the agenda, is frustrating for people. Meetings should eliminate waste and save time. Recognize meetings that are redundant and use information more reliable methods such as email to share the information needed, such as Precise Result to make these meetings beneficial.

4.5. TEACHING LEADERSHIP SKILLS TO THE STUDENTS

The best way is group tasks that are useful for increasing students' problem solving, divergent, convergent, and divergent-based thinking skills. One manager will be assigned to each project team for the time being, so long as there are not many project leaders; they will have to shift if someone is assigned to another project.

Figure 4.6. Teaching leadership skills to the students.

Using that as an example, one of another, someone else could be the report leader of the study, a student could be the visualizer, and so on. The role of each leader would be to draw up a definite target, which would be responsible for managing the activities that get them there, and he would retain those specific powers and duties. They will need to possess:

- Work hard;
- Listen to the others;
- Communicate their desires;
- Make the final decisions;
- Encourage the others in their tasks;
- Maintain a positive attitude; and
- Take responsibility for the outcome of the project.

Finally, there is still more effort to be done on the part of giving attention to things that have not been fully completed and being truthful with the remaining tasks as well.

Leadership capabilities can be improved in several ways besides taking part in a community mission. Here are few more ideas about how they can improve their ability to do these other kinds of stuff.

4.5.1. Making Goals

Creating individual and classroom expectations at the beginning of the year is a good practice so that as the new year begins, everyone has something to work for. Have a list of classroom and personal objectives and set targets and give students an idea of where they want them to go and where they are. Check-ins are done regularly, to ensure they stay on the right path to achieving those goals.

4.5.2. Hard Work and Perseverance

Instead, do not put things in student's way that is too easy, and let them attempt something more difficult as they get weary or encounter difficulty. achievement and hone the valuable character qualities by having students exercise their ability to stick with something that they find difficult and push themselves to improve their focus and dedication in tasks that challenge them If one be so kind as to address the pain of failing, they may also ask about how they were able to benefit from the experience.

4.5.3. Service

One of the most important elements of service is seeing that students must become aware of and see issues before they can be a help to others. Share the things that might need to be improved in their classroom, in the school, and the school as a whole, and the community. And after that, a teacher should motivate the class to develop possible solutions to the problems that they see in their group.

The teacher will practice service activities that they do in the classroom more often if one gives regular community service tasks or jobs to students so they can get a real-world feel for it.

4.5.4. Listening

Listening can be hard work; the issue is that listening requires active participation and long-takes time. Adults are not very good at explaining their views because they must do so in a childlike manner, and one can see this easily by watching any political discussion. So why not use formal debates to teach this concept.

If they have to discuss this amongst themselves, have Thinker kids come up with their ideas about what the superhero animals are and who has the

best one, ask them to work out who they think is the best one. It is only by using these silly questions that one will work.

Their way up to more sophisticated discussions, such as, significant questions such as whether to save money or support others, that would it be more beneficial to take the money or move in before being allowed to spend it, and which includes the obligation to either save or enter into trouble.

Any of these teachers must have the ability to hear their school's older students talk about such controversial subjects as rape, AIDS, child abuse, and mental illness as these are bound to arise. Any of these teachers must have the ability to hear their school's older students talk about such controversial subjects as rape, AIDS, child abuse, and mental illness as these are bound to arise.

4.5.5. Communicating

If classrooms were places where students could test their skills in public speaking, then presentation activities could help to boost morale and enthusiasm. The teacher they may either make these activities a regular part of their classroom routine or integrate them into their lesson plans.

That can serve as an example of a great communications game, for example, in Lead the Blind, he/she is blindfolded, while their companion guides who are not blindfold through an area with specific instructions.

Figure 4.7. Students communicating in the classroom.

Source: Image by Flickr.

4.5.6. Decision-making

The jobs or assignments for the students to allow them to express their interests and abilities. Meanwhile, be sure to pre-pick and pre-out jobs and assignments for specific and established avenues of development. Such decisions can include assigning classroom rules, devising things for the students to do outside of the school, planning lesson activities, and making time for them to pursue their interests.

Additionally, help the students evaluate the costs and benefits of any choice, and explain to them how to make their choices before they choose it is too late.

4.5.7. Encouraging

Involve the students in creating a list of the classmates' strengths and characteristics they see. Help them spend time getting to know their peers by letting them know of their strengths and personal qualities. Anything they are not so good at and would like to get better at. Have students go through their list to identify personal insecurities. Or engage in self-reviews as a group.

4.5.8. Thinking Positively

Talk about how powerful positive thinking works. Show a positive mindset and a pessimistic approach and the results of each one. Positive thinking is a problem for all types of leaders in all periods and aspects of society, from the famed inventor Thomas Edison to history's most prominent figures such as Lincoln and Churchill.

4.5.9. Taking Responsibility

Encourage the students to accept personal responsibility in the class. Accepting responsibility for one's actions is important, so if one makes a mistake, admit it. Instead of directing their anger elsewhere, take responsibility for their happiness. they will feel better, and they will be in control of their own life. To find a way to reward students for taking responsibility, or to recognize responsibility, it is important to affirm them.

4.6. SOME OF THE OTHER LEADERSHIP QUALITIES

It is not a secret that those individuals who possess real leadership influence, but it is a matter of who does, and that it is how strong that influence is on the followers. many individuals have put a lot of effort into learning about leadership qualities, and discovering what characteristics are common amongst them.

Encourage the students to begin displaying today's leadership or personal characteristics of leadership if they want to be leaders in an organization or to become more well-liked in their circles.

Some of the traits are:

- **Self Confidence** – The leader who is not boisterous or blustery but inspiring and has team members believing in themselves without giving them exaggerated hope. The person that shows self-assurance and is particularly at ease when it comes to attaining a difficult task because this reassures others that they, too, can conquer challenges.

- **Humility** – When one ready to put themself in the shoes of their peers and have the humility to accept that they are not flawless, they know and respect that.

- **Core Self-Evaluation** – According to a study, four perceptions of a leader's self-esteem are connected to being a successful one: They are the belief in their capacity to influence, the sense of being capable, taking responsibility for their own life, and the need for self-confidence, and emotional balance.

- **Trustworthiness** – people will trust one if they see that their attitudes, vocabulary, and decisions consistently follow each other remaining faithful to facts and rights, being open about errors, as well as refusing to spread hearsay and resolving ethical problems first if it is more expedient to solve them by another means.

- **Authenticity** – Honor themselves and conduct themself following their core values and personal identity There will be a noticeable change in their behavior if they are attempting to conceal their true self.

- **Extroversion** – To be honest, most leaders are outgoing and love to be with their coworkers, and they eagerly take part in group or team events. Dissociate Themselves from feeling that they are

not naturally extroverted Through diligent study, they may also try to embody a positive approach to life through practicing being interested in and sympathetic.

- **Assertiveness** – Tell someone what they need, have, what they have, and what they think they should be doing for them be sure to bear in mind the need for tact as well.

- **Enthusiasm, Optimism, And Warmth** – One can be able to form connections with others if they stay friendly, are non-threatening, and share kind and uplifting thoughts and feelings by using both verbal and nonverbal means.

- **Sense of Humor** – If one can make others laugh, it will serve to make them better and resolve any awkward situations.

- **Passion –** If one can make others laugh, it will serve to make them better and resolve any awkward situations.

- **Emotional Intelligence –** One who is great at having empathy often understands the feelings of others and their team members will know what the others are feeling and is contributing to the mood at the same time to know the organization's work well-being.

- **Flexibility and Adaptability** – As a leader, are responsible for guiding and influencing others; thus, they must be adaptable and sensitive to various conditions and circumstances.

- **Internal Locus of Control –** Strength of leadership means being willing to accept responsibility for events and believing that a leader will influence their impact on results and the circumstances under which they are presented.

- **Courage –** Willingness to take chances means having the freedom to take advantage of fresh technologies and scrutiny; it often necessitates getting new things off of the ground.

The realization of leadership necessitates their examination of their abilities, and certain personal behaviors they use to accomplish goals. This will help them to improve their effectiveness.

4.7. LEADERSHIP QUALITIES FOR PRINCIPAL

Effective leadership is crucial. In reality, a great deal. Teaching and strengthening schooling has always been more important than just providing quality instruction, but the quality of today's information is much more

essential because of all the extra transparency. In addition to this, it is case, research shows that principals are equally essential to teaching as far as student learning is concerned, regardless of where it takes place.

In the cases where significant numbers of variables can be found that are related to success, the importance of a school's principal and teacher has been seen to be equivalent to 60 % and over a third that of its effects. That is, except for school turnaround in which strong leadership has been instrumental, no-based research has found any successful examples of educational work without a problem school turnaround.

Teachers' effective plans can be almost as important and long-term as investments as an efficient principal, and this is true in both positive and negative sense: investment in bad ones can be detrimental to education. The same number of resources will help all of the students in a classroom by elevating the efficiency of one teacher.

Toward that end, it, however, does not affect all the pupils, but rather enhances the consistency of one student's work. Many administrators say that school leadership is a primary driver of school improvement.

To enable school success, why are principal leaders considered to be so important. When studies have been done from all over the world on the effectiveness of teachers in obtaining and keeping their positions, almost without exception, it has been concluded that working conditions are the most significant contributor to a teacher's ability to teach.

In addition, the principal has a unique power to ensure the quality of the teaching and learning pervades the classroom. A good school leader, rather than a brilliant soloist, is much like an ensemble since the goal is greater than the individual output. Good leadership is about fostering a clear picture of what needs to be done and strengthening the leadership team.

The credible principals are committed people who can discern the goals of the school and promote them; they can therefore have considerable knowledge of instructional strategy and are inextricably linked to school accomplishment.

Some of these excellent principles are:

- to garner, enhance, promote, and attract outstanding educators; and keep in good standing the ones they already have.
- increase the school's culture.
- expanding the task of teaching.
- have the freedom to be creative.

- seek facts and statistics to inform decisions.
- interact with parents and stakeholders.
- utilize all tools for learning.

The vital aspect of school leadership is possessing the ability to empathize with, communicate, and resolve conflict. as a chief, hiring good people who can be critical to their district's success as they move up the leadership ranks be at the very top of the agenda then, before the appointment of the future leaders, those with the requisite qualifications, it is essential to expand their capacity, and promote them.

Any company's purpose and the goal should be kept up to a higher standard. An ideal arrangement that will help states and districts design and implement requirements must be created so that officials have the opportunity to achieve them. This provides the ability to assign required services (people, time, space, and money with a close equivalent to students) to schools and students who have the greatest needs as well as access to the latest information on teaching and learning strategies, and to aid in decisions on resource distribution.

In return, school administrators should be kept to account for the results of student performance. recruitment, planning, licensure, career advancement, personal growth, and longevity must be intertwined for a leader to succeed in his or her work; this is true at all levels. They do not work well as autonomous entities. It is critical to have clear state, district, and school-level policies to coordinate these advantages.

Everywhere around the globe, educators and policymakers are looking to break the old mold and craft a new approach to education that' Leadership at the school levels continues to be a key discussion point of success and efficiency of professional advancement in national and state forums.

Among the incentives offered by the U.S. Department of Education's $4.35 billion Race to the Top initiative, has been a major push for states to expedite action in offering alternate opportunities for potential principals and principals to assess their colleagues' level of development as well as the improvement of statewide programs for teachers.

There were at least a dozen states that took new measures to substantially better assessments of teachers and layoffs in the last two years of the decade, and more states would most likely do so in the next.

For states to avoid huge budget deficits and as well as meet current federal accountability standards, they would have to place greater emphasis

on cost-effective teaching and learning. The great role that states play today is to make sure all students and their schools can adapt to meet tomorrow's demands for new leaders is an education system in transition is important, as we believe.

Policymakers must understand that and that states need to consider the peculiar problems and achievements that occur in each state to propose solutions that will help the greatest number of school leaders.

Figure 4.8. Principal addressing the teachers in meeting.

Source: Image by Flickr.

4.8. THE STUDENT LEADERSHIP IS IMPORTANT IN EDUCATION
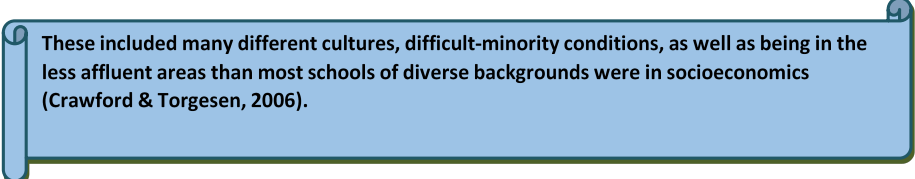
It is about being able to help a team to cooperate, bring everyone on board, and shape a team's objectives so that everyone can contribute to the overall success of the team or a larger organization. The skill of leading others, the ability to discover and recognize their purpose, and the ability to

understand and fulfill a purpose within a team are all vital parts of a well-rounded education. These specific skills are really important in all positions where they work depend on being able to meet the expectations of many stakeholders to tell stories and resolve problems.

If students have to lead, they must first define and comprehend their beliefs. In other words, our ideals are our ideals. They believe something worthwhile or good and hold those ideas to be so. In many cases, the more students are empowered to lead, the more they are likely to become successful.

4.9. THE IMPORTANT FACTORS OF EFFECTIVE SCHOOL LEADERSHIP

At a time where school performance is scrutinized at the highest levels, good leadership is indispensable for schools' progress. Similar to the aim of the original Reading First, classrooms, which had pupils rated and evaluated against their peers every semester, are that all students should be able to meet these learning objectives within a year.

> These included many different cultures, difficult-minority conditions, as well as being in the less affluent areas than most schools of diverse backgrounds were in socioeconomics (Crawford & Torgesen, 2006).

These included many different cultures, difficult-minority conditions, as well as being in the less affluent areas than most schools of diverse backgrounds were in socioeconomics (Crawford & Torgesen, 2006). Additionally, these considerations can be extended to build an inclusive and inclusive school climate, where participants show their leadership and their knowledge not by holding administrative positions but instead by engaging in a project that relates to their passion for their profession and with teachers and pupils.

As numerous as research on the subject of good school leadership concentrate on four important aspects, they have highlighted the following: Organizational Knowledge; Use of Data; Scheduling; and Positive Beliefs and High Expectations.

4.9.1. Organizational Knowledge

Educational leadership is supported leadership is based on an understanding of student interests, personnel abilities, and vulnerabilities, as well as on information about the world about these variables to assist in educating the workforce and curriculum design and execution.

The two main components of good school leadership are integrating the available information about student progress into school decision-making decisions and the method of delivery.

When researching the characteristics of good school leadership, researchers will begin by looking at the quality of the teacher and what she knows about her students.

When they have a deeper view of the students' thoughts and intentions, the principal and other school leaders will make decisions that represent the intelligence and insight they gain:

- **Resource Allocation** – Do they have the ability to adequately educate all of my at-risk students and have the extra resources needed for them?
- **Scheduling –** Have they laid out the reading and educational blocks in such a manner that all staff and those who need it would be able to offer guidance, as well as provide help to those in need.
- **Professional Development –** an opportunity for increased teacher professional growth exists if we can identify any ability trends in the skill differences between students?
- **Funding and Procurement –** If the various demographic factors of students are accounted for, the different sources of funding and allocation methods will change because of the students' characteristics.

All educators have to do is know how to identify students' educational needs and choose and personal learning strategies to help their students meet those needs. To be used in a situation where particular programs and projects need to be researched and vetted on an individual basis.

Due to the immense number of program resources, many school administrators are constantly gathering and distributing new ideas about technologies and approaches for their staff by engaging in research themselves or by using existing service providers. Info outlets including What Works Clearinghouse and the National Intervention Response Center have a shortlist of educational services with comprehensive effectiveness

investigations. An educational curriculum must be chosen first, and it must be well understood to ensure a reasonable degree of compliance, instructional-based practices, and to encourage strong participation. Once this has been done, administrators and school officials must ensure the program's high usage and keep students in tune with program changes.

4.9.2. Use of Data

Based in large part on their interpretation of student results, effective school leaders should be those who want to learn how to do more for the students. a wealth of formative data also provide uses includes the formative evaluation of school progress in the spring, deciding how to distribute funding, and developing a curriculum to use for the next year as well as formulating plans Not only do there are evaluation items and instructional design applications collect data on a real-time basis for informing instructional choices but even also systems that do not have an assessment as part of their main purpose.

Top performing schools seek to have consistent educational direction during data sessions, helping teachers see how their data is situated within the overall mission of improving education for all students. There are far too many schools that concentrate on the methodology of data collection, not enough on expansion.

Maintaining a measurement perspective on formative evaluation is vital for ensuring regular assessments are producing accurate results, but the most important part of data-oriented culture is an understanding of data collection over time.

From the school-led teams' perspective, regular bi-termly conducting meetings that provide assessment and action results, along with relevant instructional leaders, help the schools provide parents with meaningful support for their children in the now, as well as those that team them detect and troubleshoot problems in real-time.

In turn, the number of meetings will satisfy the need of the frequency of the classroom. Missions and engagements also need to be arranged early enough in advance so that they can be planned and completed on time is another important part of the puzzle.

Teacher and administrator accountability sessions are crucial for cultivating teachers' pride in improving these vital success benchmarks because if a teacher has pride in something, he or she will keep striving to maintain that commitment during the academic year.

A crucial component of successful data meetings is making the correct decisions about the data and then making sure that the appropriate individuals are present to take action on those decisions. Time wasted by looking for the right member to tell or take action on a specific data point will yield student performance effects that have not been achieved.

Meetings need to include everyone who has an important role in the project data, including everyone involved in the decisions as well as actionable next steps to ensure that conclusions are included in the project.

4.9.3. Scheduling

As a crucial performance metric, high-performing schools have found, getting everybody into class on time is important. Teachers put a heavy emphasis on helping students who are underperforming in individualized, small-group instruction classes. Accordingly, maximizing the capacity of existing support personnel resources lets the school stay on the current path in resource-constrained situations. This can be done in several ways:

This approach could potentially increase homogenization when a few schools do 90-minute blocks through the whole school day, reorganizing students to focus on teaching particular skills at the beginning of the day.

The walk and reading are a teaching strategy used in many schools that enables these schools to have more of their staff on task because it places these staff members in classes with the pupils who are more likely to need assistance in the school's high-risk programs.

Other high-performing schools break their days into long, distributed segments, which enable reading specialists to spend time in more than one classroom or grade level for a day, thereby enabling them to witness and model lessons at certain levels throughout the block. Although many schools rely on scheduling meetings as a method of managing instructional and intervention time, high-performing schools additionally put a great value on scheduling data meetings. For this to happen, ample time and money must be allocated, such as hiring replacement teachers is important. Many more things can be done more efficiently as relevant and up-to-to-to-date data is collected: Thus, data must be as critical as the curriculum itself in the school's instructional strategies.

4.9.4. Positive Beliefs and High Expectations

A good culture is almost always existing in effective schools, long- or goes a long way toward solving a problem that is typically ignored in ineffective

schools. It is also rare to see schools where they expect that all students will succeed despite substantial challenges such as a lack of funding, a large demographic, or low parental participation. It is not in the interests of these leaders to reduce the aspirations of their pupils but to raise them.

A school has been focusing on high absenteeism to communicate this conviction to pupils, as well as parents since all of them want to convey their beliefs themselves in the class or express them to the world. Establishing a schoolwide assumption that all students will be effective leads to self-fulfilling desires.

Many educators believe that a positive view of the future and strong standards of achievement are among the most critical variables in high-achieving schools. One additional thing that expands the effectiveness of any progress program is that they implement is their knowledge of unlimited resources. Their school's beliefs are invulnerable to budgetary fluctuations in these economic conditions.

It is notable that successful schools have excellent results for four core reasons, interrelated characteristics: leadership, governance, support, teaching, learning, and personal responsibility, student engagement, and participation in educational decision making, and parent involvement.

In this instance, their progress was set in motion when the principal put in place a collective leadership model. Principals do not always be able to provide complete responses. To engage the people in a constructive dialogue, they need to know the right questions to ask, and must nurture a community collaboration by getting them to have a sense of pride in the issue and ownership in the solution.

4.10. CONCLUSION

Anyone should develop their leadership skills; it is possible to read, exercise, and refine good leadership. We pay more attention to leaders whose words and actions are noticeable, and big, but realize that a leader can come in any form or amount of noticeable in either words or volumes, even the shy and quiet individuals.

A lot of people have had the opportunity to lead in their lives and will be called on to do so again at some stage in the future. It is therefore essential that we have any guidance or preparation that may be required to help our students to move forward towards meaningful career directions and positions of leadership, that are geared towards bettering the lives of others. A better, more successful society needs strong leaders. and with a little preparation and guidance, our students have the capability of helping the ones who have a specific need and fulfilling that.

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Chapter 5

Making School Leadership an Attractive Profession

CONTENTS

This chapter discusses the different aspects of leadership in the education system and how it works through different mechanisms. This essay briefly debates the merits and demerits of recruiting policies and the transformation mechanism required for new leaders in the education system.

Furthermore, it elaborates on the policies and qualifications required in the school leaders for the present as well as future and confers on improving the student life as a whole by providing an improved recruiting system for future professionals in schools as well as in universities.

5.1. INTRODUCTION

Over the next years, the large number of leaders who are currently serving will be retiring, and this will cause concern in the school about the shortages of the school leader in several countries. As an unattractive profession, school leadership is often perceived, for which the fewer candidates are applying, as there are inadequate recruitment structures, high levels of responsibility, and relatively low salaries.

Due to negative images attached to the job, some countries report that teachers and middle managers show little interest in moving up to top school leadership positions. Strategic policy action is necessary to make school leadership more successful in recruiting and retaining high-quality candidates. For the school leaders, the focus should be on professionalizing the recruitment process and succession process by aligning rewards and incentives, along with new responsibilities and designing career development opportunities.

Figure 5.1. Making school leadership an attractive profession.

There is a need to revise the responsibilities, preparation, training, and working conditions for the school leaders. So, in this chapter, the main focus is on the policies aimed at recruiting competent people into the profession and providing incentives for high performance for current and future leaders.

A generational change is expected by many countries as the baby boom generation of school leaders retires. to recruit a new generation of school leaders with the knowledge, skills, and dispositions also provides an unprecedented opportunity to meet the current and future needs of education systems, while this means a major loss of experience.

But it has been seen in some countries in moving up to top leadership positions that teachers and middle management show little interest. Countries should consider designing more effective succession planning and recruitment strategies to make school leadership a more attractive profession, by providing appropriate rewards, improving employment conditions, and defining more career prospects for school leadership.

5.2. THE SUPPLY OF SCHOOL LEADERS

Across the OECD countries, while the average age of school leaders is rising, many countries are simultaneously reporting decreasing numbers of applications for school leadership positions. In the first section, the analyses are done on the supply of school leadership personnel and examine motivating and discouraging factors that influence the decision of individuals to apply for school leadership.

5.2.1. Countries Have Difficulties in Filling the Position of Principal

The concerns about shortages in school leadership personnel refer to difficulties in filling the position of principal in most countries. For the position of principal, the most participating countries have concerns about declining application numbers; hardly any country reports shortages of middle leaders, assistant or deputy principals.

In the improving school leadership activity out of the 22 education systems participating, 15 reported difficulties in finding enough suitable candidates for the principalship. In Chile, for example, various municipalities face difficulties in finding the required five suitable applicants and for the second stage of the public contest for school leadership positions. As in Hungary, it is estimated that only about 1.25 candidates apply per post on average, normally including the current principal. In England, almost one-third of principal posts are re-advertised because no suitable candidate comes forward. In Norway, the Netherlands, and Scotland, principal posts have also been advertised for lengthy periods.

Among the countries not experiencing difficulties in recruiting principals, Portugal reports that this is because 80–90% of these positions have been occupied by teachers who had been elected as principals by their peers.

Figure 5.2. Countries have difficulties in filling the position of principal.

In different countries, a survey is conducted by the name succession planning, which has revealed that teachers and school-level management staff with high leadership potential are often not interested in moving up to principalship. For example, in 2006, NCSL reports that in England, 43% of deputy heads and 70% of middle leaders express a desire not to move into headship.

Another survey was being conducted in two English and Welsh local education authorities, which found that merely 18% of secondary deputy head teachers were actively seeking headship and only 25% were planning to do so in the future.

And a study was also conducted in the United States which found that only 30% of 170 high school assistant principals and middle school principals indicated that they had a career goal to seek a high school principalship.

5.2.2. Factors Influencing the Motivation of Individuals to Apply for School Leadership

To widen the applicant pool for school leadership, policymakers need to understand which factors influence people's decisions to apply for school leadership. They're some of the intrinsic motivation such as intellectual fulfillment and contributing to school improvement are often emphasize as main factors why people choose to become educational leaders.

In Canada, it has been found that intrinsic motivation, including a commitment to lifelong learning and wanting to make a difference was a

strong attractor to school leadership positions. There are some findings from the United States which confirm that nearly 50% of administrators and 39% of teachers were attracted to leadership positions because they presented a new challenge and an opportunity to make a difference.

There was a survey which was conducted in 2004 on the attitudes towards the role of the primary principal conducted by a stakeholder group in Ireland, as there are top two persuading factors of teachers who intended to become principals which were keen to influence school culture and also there is a desire to become a leader of a school community.

After that, a comparative study was conducted of Australian and American principals, which reveal that in both countries, principals are primarily motivated by intrinsic rewards, such as having a personally satisfying job, providing effective leadership, and making a contribution to society.

At the same time, several factors are related to the recruitment and working conditions of school leaders, which act as a barrier to the potentially interested candidates. First, qualified individuals may feel discouraged by the procedures which are being used.

For example, in Australia, research from several states has been shown that school-based selection is widely seen as flawed. In a Western Australian survey, it has been seen that to the potential applicants, almost half of the respondents cited the selection process as the biggest deterrent.

Secondly, it has been seen that because of concerns about role overload and work-life balance, potential future leaders may be hesitant to apply. In the United States, it has been found that the long working hours required by principalship were an important factor discouraging potential candidates.

The strongest disincentives for promotion to principalship identified by teachers included negative effects on family, the stress level of the job, impact of societal problems on the role, and time required by the role, and this is revealed by an Australian succession planning survey.

After this, a case study was conducted in England, in which the role overload is being identified and along with this negative impact on the individual's family as two (out of six) important factors that had influenced the decision of deputy's heads not to apply for headship.

Third, the low salary level is another factor that may have an impact on the decision of teachers not to apply for the principalship. Salary is being considered as the top factor for discouraging the potential applicants, as it is being identified in the United States in a stud by the Whitaker.

As compared to responsibilities, ERS found that superintendents perceive insufficient salaries, as the most important barrier in applying for the principalship. After this, a study was conducted in Australia, and the result was the same that salaries cited as a strong discourager for potential applicants.

Finally, to make school leadership an unattractive career choice, then there is a requirement for the lack of career prospects for promotion and job development which may contribute to it. For principals, it has been seen that many countries do not seem to the opportunities regarding their further career development.

Some delegates referred to principalship as a "life sentence" because the possibilities for career development are so limited, and this is being referred to at the OECD school leadership development conference held in Dublin 7–8 November 2007.

On the cause of principal burnout in an exploratory study, it's been found by Whitaker in 1996 that principals in the United States do not have clear ideas on what they could do after leaving principalship; most of them think of either going back to teaching or moving to positions within the educational administration.

5.3. RECRUITING AN EFFECTIVE WORKFORCE

If there is a vacant position, then the main objective of any recruitment process is to choose a candidate who will successfully perform in that vacant position and will do so better than the other candidates. it is important to develop systematic frameworks ensuring that the recruitment procedures and criteria used are effective, transparent, and consistent to make the process as objective as possible.

On the school leadership quality, the recruitment process can have a strong impact. And for the school leadership, future training and development programs will have a greater impact if they are delivered to individuals who already bring high motivation and leadership potential to the job.

5.3.1. What Qualifications Do School Leaders Need?

For the school leaders, the first step is to design the recruitment procedures and also to define the eligibility criteria which all candidates must meet regardless of the characteristics of other candidates. This also involves the choice of whether to select future leaders from outside the education sector

or to foster them within it or both. To experiment with ways of bringing competencies from within or outside the education sector into school leadership teams while almost all countries have so far chosen to recruit.

Determine the selection criteria is the second step which allows recruitment panels to select the best-qualified individual from a given pool of eligible candidates. to successfully perform on the job, the selection criteria should articulate the essential characteristics needed by the incumbent and, in comparison, with other candidates' desirable factors would strengthen a candidate's application.

Earlier, the selection criteria of the teacher are based on seniority, but today in many countries' recruitment processes focus more on the actual skills and competencies of candidates than on the length of experience as a teacher.

The single most important eligibility criterion to become a school leader is to have a teaching background which is currently followed across the OECD countries. There is the availability of specific information for 14 out of 19 countries, and there is a requirement for the candidates that they must hold a teaching or pedagogical qualification for school leadership.

It is said that in New Zealand, a formal qualification is not mandatory, but currently, eligible candidates must be registered as teachers. Candidates must have several years of teaching experience, in most of the countries. The exceptions are England, Portugal, Sweden, and Norway.

In England, successful completion of the National Professional Qualification for Headship (NPQH) is the only eligibility criterion, and in Portugal, applicants must have followed training on school management or prove that they have management experience. In Sweden, candidates must prove they have "pedagogical insight" and some kind of educational experience, and in Norway, the local authorities decide about eligibility criteria. With the recruiting school leaders from outside education only a few countries have experimented, all school leaders should be required to have prior experience or qualification as teachers to improve the school leadership country representative.

Figure 5.3. What qualifications do school leaders need?

Within the school leadership while most would agree that pedagogical competencies should be represented, to recruit both a pedagogical leader with a teaching background and a more managerial leader with competencies in areas such as communication and financial and human resource management the wide range of leadership tasks to be fulfilled can make it necessary.

There is an argument that is made by some of the people that schools are complex organizations that call for sophisticated managerial and entrepreneurial skills not always readily available in the teaching ranks. Mainly it has been seen that in the vocational and technical sector, there is a mission which every school has, and along with this, the areas of specialization are as close to private industry as they are to education.

The school's private sector expertise is likely to be beneficial, and the requirement for a teaching degree may place an obstacle in the way of potential leadership candidates. For example, it has been suggested that not all school leaders needed to be trained as teachers if these important pedagogical competencies are already represented within the school leadership team.

By the pedagogues, it has been stated that schools should be led exclusively which others disagreed. For the schools to succeed, they alone will have the sensitivity to staff and intimate knowledge of the educational core. In schools' abundant amounts of untapped leadership, talent lies latent. For identifying and developing this talent, it is necessary to put more effort and resources.

All possible efforts are required to tap what talent can be found in school which has been exhausted, and there should be no consideration of the efforts at recruiting from outside. For example, Northern Ireland Regional Training Unit does not believe that new school leaders will come from outside the teaching profession.

Rather, it looks to the quality and capacity of the young professionals who enter the teaching profession and whose entry into leadership positions needs to be facilitated.
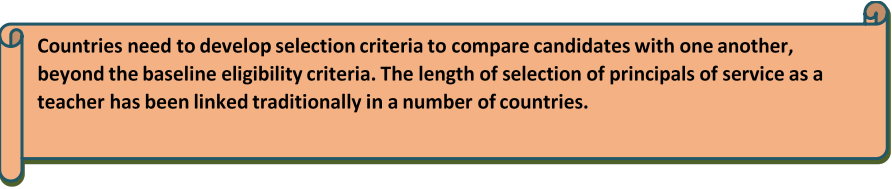
In both arguments, there are strengths and weaknesses. There is much talent in schools that appears unwilling to move up to leadership ranks and experience as a teacher or even as a subordinate administrator may sometimes do relatively little to prepare for the job of principal.

On succession planning, there is a need to put more emphasis to widen the applicant pool among teachers themselves. From the understanding of pedagogy, as Sweden has done, is another way of responding, and there are some of the positions of leadership which are open to the candidates from outside schools.

Though, on both sides of this issue, there are legitimate arguments, as it appears that the size and complexity of some schools can call for leadership teams where one or more members bring competencies found in managers and leaders from outside the education sector.

From the business expertise, schools or cluster of schools could get benefits and someone who does not have qualified teacher status but who could manage the complexity of school finances or establish links with local industries.

The introduction to the recruitment of leaders from outside education is done by a few countries and Netherlands is one of them. Positive developments are being reported initial evaluation results of the Dutch pilot program. To employ school leaders with non-teaching backgrounds Sweden is another example of a country where it can be done. In 2005, this happens rarely, and around 3% of the school leaders did not have a teaching background. These include school psychologists, military officers, and former managers of companies.

> Countries need to develop selection criteria to compare candidates with one another, beyond the baseline eligibility criteria. The length of selection of principals of service as a teacher has been linked traditionally in a number of countries.

However, many countries have recognized the inadequacy of seniority as a major selection criterion, and only a few countries, including Austria, Korea, and Spain maintain seniority as an important selection criterion. To

allow the faster emergence of younger dynamic personnel into leadership positions, there is a new emphasis on breaking hierarchical models of leadership in many countries.

For example, in Korea to focus more on competencies than on seniority as a teacher, the new selection criteria will be introduced. For school leadership, many countries highlight the need to consider a wide range of aspects in their assessment of candidates.

The management or the leadership experience is the most frequent selection criteria which are being used in Austria, Denmark, Ireland, Israel, Northern Ireland, Portugal, and Spain and in addition to it academic or other qualification in Austria, Ireland, Northern Ireland, Portugal, and Spain), interpersonal and personal skills (in Austria, Denmark, Ireland, and Northern Ireland), vision/ values for school leadership (Austria, Denmark Ireland, and Israel) and the quality of work proposals for the school (in Austria, Denmark, Ireland, and Israel).

To make the recruitment processes as objective as possible systematic frameworks are essential. For the three is a list of competencies which is being required and it should take into account the current state of the school and possible future developments.

For example, the Department of Education has developed five selection criteria that the Department believes capture the essential work of school leaders in Victoria (Australia). Additionally, the specific local needs or challenges are getting reflected by the community criterion which maybe gets added by the school council.

The National College for School Leadership (NCSL) encourages governors to reflect on the major challenges facing the school, while selection criteria are determined by the board of governors in England and the community and education system their aspirations for the future and possible future changes. They are being asked to describe the role and ideal candidate in a demanding but realistic way based on this analysis.

5.4. MAKE SCHOOL LEADERSHIP AN ATTRACTIVE PROFESSION

To improve the quality of current leadership and build sustainable leadership for the future is the main challenge. By the heavy workload of principal's potential applicants are deterred which is being indicated by the evidence

and there is a fact that the job does not seem to be adequately remunerated or supported. Potential candidates get deterred by the uncertain recruitment procedures and career development prospects for principals. There are some strategies to attract, recruit and support high-performing school leaders include the following.

5.4.1. Professionalize Recruitment

On the school leadership, quality recruitment processes can have a strong impact. To contextualize recruitment practices school level involvement is essential and at the system level to ensure that recruitment procedures and criteria are effective, transparent, and consistent. Succession planning is actively identifying and developing potential leaders, and those leaders can boost the quantity and quality of future school leaders.

Figure 5.4. Professionalize recruitment.

To reduce the weight accorded to seniority, eligibility criteria should be broadened, and with the different backgrounds, it attracts younger dynamic candidates. To include an expanded set of tools and procedures to assess candidate's recruitment procedures should go beyond traditional job interviews. Finally, those who are on the hiring side of recruitment panels also need guidelines and training.

5.4.2. Focus on the Relative Attractiveness of School Leaders' Salaries

For school leaders, the relative attractiveness of salaries can influence the supply of high-quality candidates. Policymakers need to monitor remuneration compared to similar grades in the public and private sectors and make school leadership more competitive.

For the teachers and principals' separate scales have been established which can attract more candidates from among the teaching staff. At the same time, to attract high-performing leaders to all school's salary scales should reflect leadership structures and also the school-level factors.

5.4.3. Acknowledge the Role of Professional Organizations of School Leaders

A forum for dialogue is being provided by the professional organizations of school leaders, and knowledge sharing is the best practice among professionals and between professionals and policymakers. Unless school leaders are actively involved in its development, workforce reform is unlikely to succeed and the implementation is done through their representative organizations.

5.4.4. Provide Options and Support for Career Development

For the school leaders if the help is provided for the career developments, then it can avoid principal burnout and make school leadership a more attractive career option. To make the profession more flexible and mobile, allowing school leaders to move between schools as well as between leadership and teaching and other professions there are many ways.

There are some examples currently which country practice provides to draw from, including alternatives to lifetime contracts through renewable fixed-term contracts and options for principals to step up to new opportunities such as jobs in the educational administration, the leadership of groups, or federations of schools, and consultant leadership roles.

5.5. KEY RESPONSIBILITIES – THE SCHOOL PRINCIPAL AS LEADER

5.5.1. Shaping a Vision of Academic Success for All Students

Although they say it in different ways, establishing a school wide vision of commitment to high standards and the success of all students depends on the researchers who have examined education leadership and agree that effective principals are responsible.

The education discussion might be puzzling for the newcomers, as it is not the concern that the academic achievement of every student always

topped principal agenda. In history, it has been seen that public school principals were seen as school managers and recently it has been seen that two decades ago, high standards were thought to be the province of the college-bound.

For the students who had followed a general track and low-skilled employment for dropouts' success could be defined as entry-level manufacturing work for students. Recently, like in the last few decades, the emphasis has been shifted to academic expectations for all. To close the achievement gap between advantaged and less advantaged students, the only key is to have expectations for all.

To the twin realizations, this change comes is pat as a response. On a strong education career success in a global economy depends for all the segments of U.S. society to be able to compete fairly, the yawning gap in academic achievement between disadvantaged and advantaged students needs to narrow. Vanderbilt University researchers assert with an underlined emphasis in a school that begins with a principal's spelling out "high standards and rigorous learning goals.

Over the last quarter-century, the research literature has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students.

Figure 5.5. Shaping a vision of academic success for all students.

The notion of academic success should be there; it is the duty of an effective principal to make sure that for all gets picked up by the faculty and underpins what researchers at the University of Washington describe as a schoolwide learning improvement agenda that focuses on goals for student progress.

There is an example of one middle school teacher who describes what adopting the vision meant for her, as she told the researchers that her expectations have increased every year.

The essential element of the school leadership for all the students in developing a shared vision around standards and success. So, to reach somewhere, a person should know where the road is going, if the person doesn't know that it will lead anywhere.

5.5.2. Creating a Climate Hospitable to Education

To put learning at the center of their daily activities, effective principals ensure that their schools allow both adults and children. A healthy school environment is characterized by the basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction.

For the instructional climate, is it a surprise that principals at schools with high teacher ratings outrank other principals in developing an atmosphere of caring and trust. To find the principals' motives and intentions are good teachers are more likely than faculty members elsewhere.

At an urban school where morale never seemed to get out of the basement, the one former principal, in reflecting on his experiences, recalled a typical staff meeting years ago. There was the discussion which is being centered on the field trips, war stories troubled students, and other management issues rather than matters like "using student work and data to fine-tune teaching. teacher pessimism was a significant barrier, as it is almost unavoidable and with the teachers regarding themselves as "hardworking martyrs in a hopeless cause.

Figure 5.6. Creating a climate hospitable to education.

The most effective principals focus on building a sense of school community, with the attendant characteristics, to change this kind of climate and begin to combat teacher isolation, closed doors, negativism, defeatism, and teacher resistance.

For every member of the school community, respect is being included and an upbeat, welcoming, solution-oriented, no-blame, professional environment;" and efforts to involve staff and students in a variety of activities, many of them schoolwide.

5.5.2.1. Engaging Parents and the Community: Continued Interest, Uncertain Evidence

To engage the parents and others outside the immediate school community many principal works, such as local business people. But the question which arises here is that what does it take to make sure these efforts are worth the time and toil required. As there is considerable interest in this question and the evidence on how to answer this question is relatively weak.

For example, in schools with higher achievement on math tests, teachers tended to share in the leadership and believed that parents were involved with the school, as this is being found in the study by the Minnesota-Toronto. It has been noted by the researcher that the relationships which exist here are correlational and not casual, and the finding could be at odds with another finding from the study.

With the support from The Wallace Foundation, VAL-ED principal performance assessment has been developed which measures principals on community and parent engagement separately. Further study has been done by the Vanderbilt researchers who have developed the assessment on how important this practice is in affecting students, achievement.

So, by this, the principal's role in engaging the external community is little understood. In developing a professional community principals play a major role for the teachers who guide one another in improving instruction.

5.5.3. Cultivating Leadership in Others

In the leadership theory, a broad and longstanding consensus holds that leaders in all walks of life and to accomplish the group's purpose all kinds of organizations, public and private, need to depend on others and there is also a need to encourage the development of leadership across the organization.

Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in the faculty, according to the research from the universities of Minnesota and Toronto.

The more willing principals are to spread leadership around if the test scores are any indication and it will be better for the students. There is a university by the name of Minnesota and Toronto that prepared a report, and in which the most striking findings are mentioned that effective leadership from all sources – principals, influential teachers, staff teams, and others – is associated with better student performance on math and reading tests.

Improving both teacher motivation and work settings are being suggested by the study of good leadership. With help, this classroom instruction can be fortified. With the greater influence on decision by all stakeholders, there is a comparison with lower-achieving schools, higher-achieving schools.

Figure 5.7. Cultivating leadership in others.

So, this the case of two heads or more being better than one, and as the higher performance of these schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities

To find out the principal may be relieved, and in addition to it, their authority does not wane as others' waxes. Clearly, it has been described that school leadership is not a zero-sum game. In all the schools' principals and district leaders have the most influence on decisions, though they do not lose influence as others will gain the influence.

To most of the stakeholders, higher-performing schools awarded greater influence, and there is little change in these school's overall hierarchical structure.

In the urban school system, the University of Washington's research on leadership emphasizes the need for a leadership team that is being led by the principal and including assistant principals and teacher leaders. Along with this, the focus is also on the shared responsibility for student progress, which is reflected in a set of agreements as well as unspoken norms among school staff.

By the University of Washington, effective principals are being studied, which urged the teachers to work with one another and with the administration on a variety of activities, including "developing and aligning curriculum, instructional practices, and assessments; problem-solving, and participating in peer observations.

To encourage collaboration, paying special attention to how school time was allocated and attention was given by these leaders and also looked for the ways. With the teacher planning time, they might replace some administrative meeting time. From the Minnesota-Toronto researchers, the importance of collaboration gets backing too.

To improve the instruction, they found that principals rated highly for the strength of their actions and also to encourage the staff to work collaboratively.

In developing a professional community of teachers who guide one another in improving instruction, the study suggests that principals play a major role. This is important because, on the standardized math test, the research found a link between the professional community and higher student scores.

In short, it can be explained as student achievement will be higher only when the principals and teachers share leadership and also the teachers' working relationships with one another are stronger.

Thing like consistent and well-defined learning expectations for children are some components which the professional community consist of. Along with this frequent conversation among teachers about pedagogy, and an atmosphere in which it's common for teachers to visit one another's classrooms to observe and critique instruction. A central part of being a great leader is cultivating leadership in others.

So, most of the principals will welcome hearing that one urban school administrator had to say about how team-based school transformation works at its best: "like a well-oiled machine," with results that could be seen in "student behavior, student conduct, and student achievement."

5.5.4. Improving Instruction

To improve the achievement of effective principals, work relentlessly by focusing on the quality of instruction. With the help of them, expectations are being promoted and well-defined, as University of Washington researchers found that they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom.

Continual professional learning is also being encouraged by effective principals. To improve teaching and learning and initiate discussions about instructional approaches they emphasize research-based strategies. Both in teams and with individual teachers. Despite the preference of many teachers to be left alone, they pursue these strategies. So, this means in practice, the leaders must become intimately familiar with the "technical core" of schooling, to improve the quality of teaching and learning.

5.5.5. Managing People, Data, and Processes

There is one research report in which it has been noted that in the great scheme of things, schools may be relatively small organizations. But their leadership challenges are far from small or simple. Effective leaders need to make good use of the resources at hand to get the job done. In other words, there is a need for good managers.

All those effective leaders who have completed their studies at the University of Washington are good researchers, as they nurtured and supported their staffs while facing the reality that sometimes teachers don't work out. The hiring is being done carefully and adhering to the union and district personnel policies they get engaged in aggressively weeding out individuals who did not show the capacity to grow.

Effective principals try to draw from the statistics and evidence, when it comes to data and who have learned to ask the useful question of the information, to display it in ways that tell compelling stories, and to use it to promote collaborative inquiry among teachers. They view the data to understand their nature and causes and as a means not only to pinpoint the problems.

To get the job done, principals also need to approach their work. The research behind the VAL-ED suggests that there are six key steps – or "processes" – that the effective principal takes when carrying out his or her most important leadership responsibilities: planning, implementing, supporting, advocating, communicating, and monitoring.

For the high academic standards, the school leader is pressing, for example for the improvement in learning there is a need to map out rigorous targets for improvements in learning (planning), get the faculty on board to do what's necessary to meet those targets (implementing), encourage students and teachers in meeting the goals (supporting), challenge low expectations and low district funding for students with special needs (advocating), make sure families are aware of the learning goals (communicating), and keep on top of test results (monitoring).

There should be an awareness among the principals and the people who get hire and replace them that school improvement does not happen overnight. To have a beneficial impact on a school, there is a rule of thumb which states that a principal should be in place for about five to seven years. In 80 schools, the average length of a principal's stay was 3.6 years, which is being suggested by the researchers. In the further study, they have found that with lower student performance on reading and math achievement tests, apparently higher turnover was associated because the overall climate of the school turnover takes a toll.

As per the researcher, it is far from a trivial problem. Rapid principal turnover is being experienced by the school exceptionally, for example, are often reported to suffer from lack of shared purpose, cynicism among staff about principal commitment, and an inability to maintain a school-improvement focus long enough to accomplish any meaningful lessons.

5.6. PROFESSIONAL ORGANIZATIONS FOR SCHOOL PRINCIPALS

A dynamic organization of the school principal administers consists of teachers, students, and staff. to provide a safe and enabling environment that is conducive to the growth and learning of the students is the responsibility principal. It is considered as an awesome responsibility, for in a job well done involving the entire school, students will be prepared to function constructively in tomorrow's terrifically complex world.

To address challenges in innovative ways, the effective principal continues to learn and expand his/her understanding and skills. As, this will help in staying connected to professional groups and organizations and to be exposed to current research, new ideas, successful practices, helpful tools, and other resources that can be pulled into ongoing efforts at the school. By the principal all the responsibilities being faced daily, that of effective

leadership is uppermost in activating the entire school toward raising the achievement and spirit of students.

With the knowledge about a different aspect of school administration, here are some professional organizations that will provide school principals and it will give balanced support for school improvement and change.

Figure 5.8. Professional organizations for school principals.

5.6.1. National Education Association (NEA)

The principal should be a member of NEA to stay in touch with the pulse of education nationally, and as an educational professional to learn of new developments and to support advocacy for public education. NEA has a membership of 3 million, and 16,000 numbers of administrators.

From the school leaders, Leadership Resources, and Principal's Toolbox, the resources which are available to principals are being advised. Their Education World "Principal Files" contains articles and ideas submitted by principals around the world about practical elements of school administration.

5.6.2. National Association of Elementary School Principals (NAESP), or National Association of Secondary School Principals (NASSP)

The organization which serves the elementary and middle school principals is known as NAESP professional organization. In various ways, this organization supports school improvement. Annual Conference & Expo is being conducted by this organization and also runs a national mentor training and certification program, offers webinars and online learning programs, and publishes Principal, a bimonthly publication to keep elementary and middle school principals informed.

Nationally and internationally, the school principals of high and middle levels are being represented by the NASSP. to strengthen school leadership practices, it supports research and provides professional learning experiences.

The magazine, Principal Leadership is one of the resources which are being offered among many resources, as they offer cutting-edge ideas for improving schools. The principal discusses the important issues in the school leadership, and there is another resource by the name School Leader's Review, which is a podcast series and where the discussion has been done by the principal. To recognize outstanding high school students, NASSP also administers the National Honor Society.

5.6.3. Association for Supervision and Curriculum Development

In developing and providing innovative resources to support the school community and classroom ASCD is a world leader. to get away from the previous narrowly defined academic achievement they advocate a whole child approach and instead focus on the full personal, social, health as well as the academic development of each child.

For the learning and growth of educators, they also provide the resources. To have a voice in policy decisions at the state and national levels, ASCD is active in recruiting and training advocates.
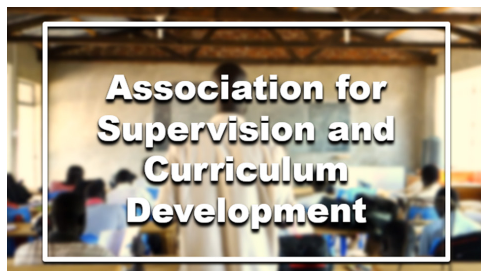
Figure 5.9. Association for supervision and curriculum development.

5.6.4. International Society for Technology in Education

By a small group of educators, ISTE was started, who wanted to empower students by giving them powerful tools for learning. A principal can gain new insights from joining ISTE, only when if the principal is open to learning about this new opportunity in education. Into the subject area's technology

is being integrated and the curriculum as well as in the whole functioning of the school.

There is a belief that ISTE's approach is not about technology at all. And it's about changing the way learning and teaching take place to make it more meaningful and impactful for educators and learners around the globe.

5.6.5. Learning Forward

For leaders learning forward is an organization that provides training and resources, and who are engaged in the professional development of the educators. For school improvement topics, there is a resource called tools for learning in their quarterly publication.

To keep members abreast of the latest trends and knowledge they issue weekly e-news briefs and offer webinars, online classes, and videos. to support the efforts of change agents in the field of education, they bring the ideas of leading thinkers in the field.

Though this is not a formal organization, it is a kind of resource worth noting for principals who want the stimulation of interacting with innovative thinkers from diverse backgrounds around the world in the Ted-Ed Innovative Educator program.

5.6.6. Association for Childhood Education International

An organization celebrating individuals who demonstrate innovative leadership strategy in early childhood education is the Association for Childhood Education International and it is a worldwide organization. Across the globe, they encourage educators to think outside the box and provide resources and strategies developed by some of the most celebrated teachers and instructors.

In developing a cooperative, progressive educational network worldwide, ACEI is one of the organizations which leads the way, to encourage the unbounded following of pure scientific inquiry and appreciation for the arts.

5.6.7. Association for Middle-Level Education

For K-12 educators, the Association for Middle-Level Education is a leading international professional association. On the early half of the spectrum, there is a focus of many organizations, or exclusively on the high school years, AMLE's efforts are targeted at students aged 10–15 years.

In the American educational system, middle education is somewhat which is being neglected area, and AMLE presents publications, services, and events that aim to help promote a renewed focus on the early to mid-teenage years through making education fun, meaningful and relevant.

Between early childhood and high school education after closing the gap in student engagement, AMLE's members seek to further bolster engagement during those later years, which has been trending downward.

5.6.8. Consortium for School Networking

Through the advancement of technology, the Consortium for School Networking fosters the continuing development of childhood education. This organization is well established and widely respected, as with the networking opportunities and advocacy tools they provide educational leaders in grades K-12 and they also need to bring new technological capabilities to bear, such as interactive learning and digital multimedia, making these and other highly advanced teaching aids available in the classroom.

5.6.9. National Association of Secondary School Principals

Across America, the National Association of Secondary School Principals focuses on school administrators, as in a changing educational landscape, many of them find themselves faced with increasing personal responsibility. With the networking opportunities and cutting-edge learning and administrative strategies is being provided by the NASSP to its members, many of which are drawn from a diverse background of institutions, assuring that there are tools available to suit every individual situation.

By creating a sense of professional satisfaction, there is recognition for the member's achievement while ensuring that other principals can see what was done for themselves and evaluate whether or not similar practices might work in their schools.

5.6.10. Society of Health and Physical Educators (SHAPE) America

For educational leadership in health and wellness, physical education, dance, and other physical aspects of K-12 education, SHAPE America is an organization. The main purpose of the organization is to combating rising trends of childhood obesity, and to encourage healthy habits, make physical education fun, and demonstrate the connection between physical health and

increased academic performance it provides its members with the resources designed. Across the country SHAPE, America is taking steps to increase awareness of its importance, and it is also having to believe that its goals are vital to K-12 leaders.

5.7. TEACHER CAREER PATHS

To move in different directions, teacher career paths can be understood and to identify different opportunities and strategies for support, there is help which is being provided by appreciating the diversity of options.

Through a hierarchy of roles, career paths may be moved upward or by becoming a better teacher. Moving between a series of similarly placed roles or the changing context, teachers may enjoy a flat career structure. Teacher careers adding layers to a core pedagogical role and it may be considered not as advancing in a direction.

Teachers may take opportunities outside of schools but also, crucially, may return to their schools with new perspectives and competencies. new entrants to the profession may come from related roles, and it should also be acknowledged. Along with this, they should consider it as part of one career path.

It has been said that some of these career paths may be formalized or not. Though, for teachers, each path offers an opportunity to experience new perspectives, new challenges, or new inspiration. So, after this, a question that comes to every mind that how leadership in schools can strengthen these career opportunities and support teachers in navigating their careers.

5.7.1. Leadership Across School Education Systems

Within the context of their schools, teachers are being developed mainly at the same time. Though, there is a need to improve the support and opportunities for teachers in terms of their career paths should be considered from both the school perspective as well as from a country-wide and policy-level perspective.
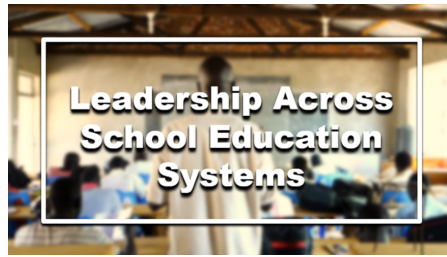
Figure 5.10. Leadership across school education systems.

This report is being prepared, as the leadership is understood to include not only school leaders but a combination of actors, organizations, and approaches, and along with this it also includes both formal and informal ones that function to support a teacher's career:

- Those that structure and support the different roles, opportunities, and progression of teachers in schools (e.g., school leaders, teacher guidance counselors, school board members);

- Experts that support continued development in teaching (curriculum subject experts, mentors, other teachers, education organizations, teacher educators – initial and continued);

- Other actors who encourage, inspire, and take responsibility for teacher careers (e.g., teacher unions, teaching councils, researchers, education authorities)

The actors who are being involved may not be a typical leader figure whose guidance must be followed. To navigate challenges with or a mentor in a similar role with more experience to advise on, they may be considered as a guide or a companion.

An actor who can fulfill the grant wishes is very rare to have and make a significant difference in one act. The support to teacher development and careers might involve different ongoing processes and tools, as it is depending on the type of leadership.

Such as evaluation, action research to directly impact their practice, or other opportunities beyond conventional professional development (projects, seminars, mobility, networking) and peer support.

When the diverse form of leadership is possible, then it follows the process of defining and structuring roles and responsibility (in this case for staff careers), both internal and external to organizations (i.e., schools),

is an important part of leadership and of supporting the development of staff. There should be a clear understanding of what each different form of leadership can contribute, and what support is needed to enable them.

Within a school providing the right condition is likely to be a central concern, i.e., how can the efforts of a school leader be sustained in supporting the careers of staff. This may include activating other teachers as a leadership team and it also includes providing specific training and rethinking the organization of the school.

Between the school, the use of an appraisal and evaluation process may vary and require reviewing by, or on behalf of, schools. And any frames of reference should also take into account the specific context of the teacher and their priorities.

Individual teachers, school leaders, or school leadership with time or tools are being provided by the external stakeholders and organizations for broader reflections, which the daily demands within the school often prevent them from having.

New opportunities can be signpost by them and they can also create empowering and outwardly powerful networks and communities, run training courses and help search for solutions to problems that may be barriers to progress.

5.8. EFFECTIVE STRATEGIES FOR SUPPORTING TEACHER CAREERS

In itself, career development is not termed as an outcome. It is known as the process in which there may be different contextual goals: such as the positive outlook of teachers, teacher recruitment and retention, or the high quality of teaching and learning.

The approaches which are being taken may get influenced by these priorities. With a possible shift of mindset, established structures, including recognition of advancement and strategies for implementation and monitoring, strengthening teacher career advancement requires a clear vision together. Whilst strategies may concern the teaching profession as a whole and a broad range of stakeholders, the individual needs and desires of a teacher should be taken into account and be balanced towards school and community needs.

5.8.1. Teacher Choice

Of their career path, teachers are the leaders, as they have the right to accept or reject opportunities but they should also not be blocked from accessing them. In the system, it is difficult to ignore an underperforming or un/demotivated teacher because it will be considered as a matter of neglect with an impact on the passion, inspiration, and dedication of all teachers, thereby risking the learning processes and outcomes of pupils. But to ignore the development needs of highly talented and motivated teachers is equally a matter of neglect, which also contains similar risk.

5.8.2. Identity

To foster professional ethics and identity, there is a need, as this will support an intrinsic sense of development and advancement.

5.8.3. Purpose

A question should be asked by the teacher that what is the mission of a teacher and what is his or her identity. This may require a structured dialogue with a frame, such as a questionnaire or a mentor.

5.8.4. Talent and Competence

In the theory of employee abilities and potential schools as learning organizations should take into account recent shifts, because that talent should be considered alongside competence and to know the desired capability to competencies within the team as a whole.

5.9. CONCLUSION

Overall, one could say that with the new and improved technology and by adopting new policies in the system, one can get an improved education system. With the set of effective strategies, teachers and young professionals can get better career opportunities which can indeed benefit students' life as a whole. Moreover, with the improved talent and capability, there is the possibility of reaching higher standards for teachers and to help them find their identity as a professional and with improved salaries, they could be better motivated and progress further.

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Chapter 6

Challenges and Opportunities in School Leadership

CONTENTS

In this chapter, the challenges and opportunities in school leadership have been discussed in detail. The various challenges faced by school leadership has been discussed like classroom size, poverty, family factors, technology, bullying problem faced by children, health problem of school children, among others.

It will discuss the opportunity the school principal has to change the way they can train school teachers, they can cultivate a scientific mindset and approach in them. The school leadership can bring a change in the vision of academic success for all students, teachers have the opportunity to act as leaders, etc.

6.1. INTRODUCTION

School leaders are crucial in ensuring that everybody receives the highest possible quality education, as well as in guaranteeing fairness and equitable learning experiences for all students. Most school leaders have an attitude of creating and enhancing educational opportunity and achievement for all members of the school community, developing an effective learning environment, ensuring the availability of appropriate services, and encouragement, and inspiring students.

Since school leaders have a critical influence on creating and sustaining healthy school climates, they must strive hard for the common good of the whole school to achieve and uphold the atmosphere of tolerance, teamwork, inclusion, hard work, and discipline. It is extremely important to recognize the complex and constantly changing nature of schooling. Over the years, new difficulties, such as the move towards decentralization and the incorporation of transparency for schools, have presented new tasks for school officials to address in public education.

Newly these governments are proactively redefining their education policies and standards regarding what is being learned and needed by the population of the contemporary world when several nations have focused on the authority to decide how they are going to run their schools while imposing new centralized standards to accountabilities and expecting institutions to use research-based methods. The onset of the economic and financial crises in 2008 for a large number of countries around the world, impacting education and school finances, has made the job of school leaders difficult. And with the increasing financial pressures on schooling and budgets, school administrators and schools plan to continue to meet the needs of students in their community by doing more with fewer.

When one perceives leadership as a method of influencing other people, it has five stages: guiding, persuading, motivating, inspiring, directing, coordinating, developing, and mobilizing are synonymous. Thus, leadership can be interpreted as a procedure by which school leaders affect other teachers, and other educators as well as students to help the school accomplish its goals.

6.2. MAJOR CHALLENGES FACED BY SCHOOL LEADERSHIP

The majority of the population believes that the educational sector has nothing, if any, to be done to change. However, the development of a strategy to move schools in the right direction is simpler said than carrying out the program, nevertheless, it is possible to achieve. The first obstacle is figuring out what is getting in the way of today's students from achieving their full potential.

This difficulty, in part, is because it will fluctuate greatly based on who labels it is being applied to, whether it is to teachers, guardians, administrators, or politicians.

6.2.1. Classroom Size

It is being more common for schools to encounter students who have so many chairs in their classes that they are bursting. Also, through drastic budget cuts, class sizes increased to attract pupils, and the school district could afford to accommodate the teachers. One of the school district's management-mandated expansion plans has been in response to the cuts in its spending has been an additional classroom size.

Where there is a shortage of resources, classroom numbers seem to decrease. But most teachers believe that the size of the class should be kept small to allow each one to be taught efficiently within a class size of 30. Students who reside in lower socioeconomic status, and those who are still residing in poverty had larger learning environments tended to benefit the most from limited class sizes.

Figure 6.1. Small classrooms are a hurdle for school.

Source: Image by Wikimedia.

6.2.2. Poverty

A family of four members with an average income of 23,050 US dollars or less is considered to be living in poverty as defined by the organization known as the American Graduate. A new study from the Southern Education Foundation finds that in 17 states around the country, low-income students currently account for the bulk of public-school students. Some predictions predict that in the coming years, children in the public school system will have a poverty rate of 25% or higher.

Poverty students drop out at a much higher pace than students from families who can afford to support them financially. studies demonstrate that children who get neither enough food nor sleep are affected by their ability to perform at their best Teachers, managers, and politicians on-the one and administration are as well-recognized as anyone else know this-see these facts clearly, want a living wage that can go beyond their basic needs, particularly for schools.

6.2.3. Family Factors

Additionally, parents have a considerable influence on students' success in their education. teachers and administrators concur that what happens at

home will affect the likelihood that the pupil will succeed in school will include several topics in this description, such as divorce, single parenthood, and poverty, as well as students' experience daily.

Some teachers and administrators continue to engage with the students also in school if the families are eager to get involved, but they are operating under considerable pressure due to the long distances; and in some cases, parents are doing the vast majority of the work.

6.2.4. Technology

Today's pupils are even more adept at technology than most teachers were even a decade before, leaving them at a determined disadvantage in the classroom. Therefore, a student's fascination with technology may have the effect of causing him to divert him from his studies.

If technology does not come in handy as the teacher has to make up for that by using education to make learning it a lot harder, it is hard to hold students' focus on the curriculum.

Figure 6.2. Technological devices being used in school.

Source: Image by Wikimedia.

Only by the pace of change in educational technology would our schools be able to keep up with the learning requirements of the twenty-first century. For schools that have already found themselves at a hard time or financial crunch, it may be difficult to outfit classrooms with computers and other types of technology may experience more difficulties with future budgeting

for it. It is offered several recommendations for communities that want to follow technological trendsetters. Those who want to blend in should ask individuals for huge donations to venture their money, while those that wish to be trendsetters can turn to the government's favor. Students are permitted to carry their reading technological devices and media from home to certain schools these days.

6.2.5. Bullying

The learning aptitude of many students have on school children is compromised by bullying has not increased; rather, it has just become more salient in recent years. The availability of technology has increased the bullying problem greatly by giving bullies even more ways to taunt their victims with social networking, messaging, and other interactive means Because there are so many cases of kids killing themselves as a result of being harassed on the internet, they can confidently say that it has become a big problem in classrooms.

Another problem associated with handling difficulty is that rules on cyberbullying are in school is that students, parents, and administrators are uncertain of the legal boundaries to draw to set proper disciplinary actions.

Figure 6.3. Bullying is a serious problem in schools.

Source: Image by Pixabay.

6.2.6. Student Attitudes and Behaviors

These factors, including apathy and disdain towards teachers, which are significant challenges today, are considered among the main problems that face the system in public education. A survey from the National Centre for Education Statistics found that such apathy, tardiness, disregard of rules, and absence due to being away from school poses a great danger to teachers. Although these concerns were observed most often at the middle school level, these problems were seen at the elementary grades the last time.

6.2.7. No Child Left Behind

A lot of pupils, parents, as well as teachers, believe that any activity in public schools has the potential to harm the community. Teacher performance is now to rise to meet the heightened expectations of increased use of student test scores, which puts more pressure on education institutions to provide increased instruction. A lot of teachers agree that recess and lunch are cut so that more time can be devoted to classes.

6.2.8. Parent Involvement

There is no compromise in providing greater engagement with parental participation: Sometimes, educators feel that involvement in education comes at the cost of equal involvement from parents Even if there are problems that cannot be resolved in the whole, certain parents will never be in the school year, so there will be a class one parent liaison at all times.

There are other long-term individuals in the community that does not leave the student and educator's room. This distracts the students and hinders the process of education. Parents need to participate and promote their child's education at the same time, but they do not often get that degree of involvement from their children.

6.2.9. Student Health

Obesity has hit an epidemic level in the developed countries, and bad eating habits may be connected to the crisis. In the case of someone who is obese, there is an improvement in the likelihood of a few of these other problems, such as diabetes and high blood pressure, and therefore, absenteeism and difficulty with concentrating in school.

According to the USDA's website, new regulations for the school lunchtime food were issued in 2012 to improve the nutritious consistency

of meals that students receive on campus. Due to the sheer enthusiasm for sports being introduced to schools of all ages, exercise activities are beginning to be implemented for kids as well. as a way too big for a single nation to get better health on a personal and societal level, it is believed the world at large has not traveled far enough.

Figure 6.4. Children exercising in school.

Source: Image by Flickr.
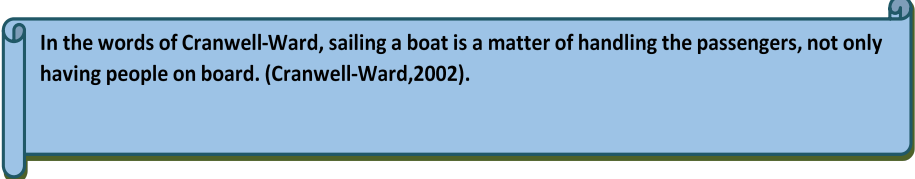
6.2.10. Funding

Many states have had to make significant cuts to their education budgets over the last few years, including this time frame because of these issues. When less money is available, fewer personnel and resources are employed, students' educational needs get less attention. A group of economists is convinced that increased attention to the education issue and that tossing more funds at it would fix it, although others contend that underfunding created the problem in the first place.

Today, there are several challenges in public schools, so it is imperative to recognize them to make progress. The problems our institutions of public education and our political system face are a laundry list of all requiring us to unify our family and work with the community together to produce the benefits for everyone's children today.

6.3. SOME OTHER CHALLENGES IN SCHOOL LEADERSHIP

6.3.1. The Challenge of Changing the Culture

In the words of Cranwell-Ward, sailing a boat is a matter of handling the passengers, not only having people on board. (Cranwell-Ward,2002).

When executives need to recruit and retain members, the entire organization must adjust to their needs. Having everyone on board also takes a new outlook and mindset that is as traditionally mentioned, and that comes down to purpose.

In several ways, it was very clear that the leaders' responses to the questions about the problems they had encountered were affected by the contexts they were in. They faced these obstacles based on the schools' existing histories, such as, for instance, the traditions that had been passed down by previous presidents.

A popular example, but yet a rather misleading, way of saying that had been used by the central government was to describe the difficulty faced by some of late was to split schools into their primary and secondary phases when done oppositely was to describe the integration of schools struggled to continue to implement an effective amalgamation strategy.

Their biggest obstacles included the latest and progressive initiatives in light of founders, who found themselves in an organization that had been badly run and attempting to avoid being seen as inheriting it, alongside an atmosphere of educational tradition in an environment of socioeconomic disadvantage. Regarding the difficulties involved with the fact that they are brand-new, these three school officials spoke a lot about the unknown and creative nature of their programs.

Figure 6.5. The challenges of changing the culture.

Source: Image by TCEA blog.

It began with controversy at the beginning, but things eventually calmed down. This was an issue with the school; if it had been established today, it would have presented an entirely different challenge, since younger generations demand more of their children and their education than their parents did. One of the most difficult problems is maintaining relevance and understanding of both a national and local context when you are on your own while being challenged to change yourself.

Many of the issues that confront educational law and policy, such as including problems aligned with public schooling, did not recognize the idea of mixed schools. In particular, two distinct debates, mutually exclusive procedures were advocated keeping school authorities in charge of administration and assessment and the number of independent self-evaluation types (SEFs). Because of the current shifts in law and the culture of education, these programs have had to adapt.

In these schools, the leaders complained about their relative newness of becoming pioneers, the educators mentioned their difficulties with trying to grasp, develop, and spread young ideas. These frustrations were because the school was judged differently than they thought they should, and second, because of the community's expectation, they had to do something new.

Firstly, education desires creativity, but the country itself does not want it. The obstacle is that there is an aggressive pressure for creativity,

but the examination structure and league table inhibit this; in this context, our present-day educators find it difficult to acknowledge non-conventional characteristics that are unique.

Like most other academics, ours is not just placed where scholars are installed to tell our younger students how to think, but places where students can think and do what they need to get a learning experience informally. Instead, we needed a more career-oriented model that featured a fair share of college scholarships to compensate for the gap between job training and apprenticeships and paid work experience.

Due to numerous difficulties previously faced by the school, which it had largely overcome, the school has had to reorient itself and confront socioeconomic disadvantage as well. It brought about the school involvement in building the basics, which included setting down reasonable standards for the students, including maintaining a positive attitude and compliance with rules, along with encouraging their active involvement in the learning process.

This has delayed the introduction of new school programs and prevented them from doing much with regards to their youth-oriented initiatives, in their role as the young administration, in improving the school's diverse atmosphere. The fascinating thing is that we are all talking about creativity, but one of the things you will need to do, particularly if you are taking over a failed predecessor school is to promote it is to provide a solid foundation.

The administrators are needing to invest a lot of time and money in the effort of reintegrating the group members. It seems that this charity has provided services to a group that has become uninterested in learning and is desperate for services.

There are a few locations in this borough where you will go to elementary school, and at that school, the children will be carefully selected to find their niche. In addition, we do not hold to that belief. This is widely believed to be a seedy neighborhood.

The desires and challenges that they all have are related to each have associated with each have to one another. As of this time, all of the issues faced by project stakeholders relate to either change in society or changes in the world of the values and standards that have community-wide importance. The other schools identified the issue of cultural transition, however, is less significant on a broader scale than on a macro level, according to their responses.

He chooses to identify the two principal challenges as, but not secondary issues as "Stick with the primary and move on to secondary things that students commonly experience: falling into their rhythm and respecting your colleagues in a secondary school is important to integrate into the community and see it for what they do daily expanding on a global scale.

The greatest challenges are moving people away from their comfy habits and getting them to think in broader contexts, about the concerns that are no longer confined to themselves, about difficulties and problems that they have not seen in the past. it is regarded as the toughest job in the world. these leaders achieved at least one important goal, which was to make the cultural transition to common people.

6.3.2. The Challenge of Changing Perceptions and Raising Awareness of What It Means to Be a Primary or Secondary School Teacher

Covey claims that successful school leaders must have a clear view of the school environment and be able to relate to the students. It is important to know about the school and its people to achieve a common sense of what it takes to function in an all-age school. For those consulted, there were certain assumptions that their employees had before applying to their accepting a secondary teaching position, and the expectations they had for themselves as primary teachers.

Often, as well as in class, the teachers believe that secondary schoolers are all criminals and children, but in fact, they are all adolescents. One gets to know something much more about adolescents when they are working in a school and even other kids who are not successful. Several phases create stress for individuals and often result in a loss of empathy for those under pressure.

There tends to be a physical limit to the size and age of the team that hinders the comprehension of students' willingness to share their information with others. When we are referring to primary and secondary phases, staff feel intimidated by the scale of the students It is implied by ignorance as well as neglect of policies and messages which are judged as not being suitable for use in a different situation.

He notes that the most laughable and most outlandish rule was a zero-tolerance policy that forbade all contact whatsoever between students and professors. And if this rule was meant to apply only to the senior high school,

to give it this much weight to elementary school students is crazy. whenever you are dealing with children of a young age, it is the same as when adult care for one of them it is regarded as the toughest job in the world.

One way of illustrating this idea is to say it is because it is by communications and language usage with teachers, parents, and staff. It is very simple to talk to them about anything crudely. Therefore, an assistant at the end of the school includes someone like a teacher who has obtained their primary degree in foundation, pre-level, elementary, and preschool education.

There are several different uses for a stage, for example, A: There are several different definitions of stage B: But if you make the mistake of using the incorrect foundation terminology, you may have a potentially catastrophic outcome. This is especially true if you are trying to fight other people's prejudices by pitting your own beliefs against them. Minor.

More often than criticizing perceived, there is a strain on secondary teachers, challenging the conventional view of primary teachers because what it requires to educate means less of them are things like accommodating students with different learning needs and divergent learning styles. one will realize how difficult it is to obtain an overall interpretation of the material by reading it as part of a specific lesson in the other hand, one primary phase coordinator may handle several subjects; conversely, though, in practice, the second phase would only have only one.

It is difficult to find or to work with primary colleagues because of the number of demands on their time and resources. Many world leaders saw the lack of awareness of today's young people as an obstacle, and they have shown their commitment to it by having their input in Suggestions for Action.

6.3.3. The Difficulties Presented By Time Constraints and Facility Requirements

While the administration mentions the time and space limitations of the leaders, it does not keep the premises from expanding the facilities. teachers, parents, students, and academics in full-time positions are typically suffering more from a different set of pressures than those that have a lighter workload.

Teaching is like working full-time may be a source of dissatisfaction for those who are not in primary school or do not do it well at it, since they do not have enough knowledge of primary-school teaching roles.

There were various construction difficulties, such as houses, and infrastructure was being in use in various locations at the time of the project's various stages. Additionally, there was a large overlap in the routes to the campus, as a large number of students were using the same portals and paths, which prevented others from accurately observing the ripple effects.

At this point in the day's timetable, the middle-agers are arriving, complaining about the young people driving in front of them, who then drive away students to school, but as night falls, their progeny worry about the youth in the middle-agers and napping in their seats. She was given the position of principal of a boarding school in London.

6.4. OPPORTUNITIES IN SCHOOL LEADERSHIP

There is no doubt that educational leaders will face stiff obstacles in the years ahead. a great and yet significant chance for change is at the school system level.

There are so great and intricate problems in our educational system that they cannot be properly addressed by administrators or school staff alone. All of these departments would continue to cooperate, whether that is building on what they are now doing or going into new territories. The cooperation occurs on both a local and a district level, school administrators are empowered to take advantage of new opportunities.

6.4.1. Completely Restructure the Way They Educate Teachers

Instead of hoping to pack together all from the first year of a new teacher's career (the preparation, their first year, and the training year plus one) into one year, it is assumed that teaching assistants will follow in line with variable stages, beginning in the second year of their new career path. When this amount of time has been given, which includes new subject and pedagogical material, required ability testing, and the acquisition of classroom and research/learning impacts, we will have an adequate amount of time to make effective delivery of the whole course.

Although new teachers will not start in a school, by the end of year 1, they will be evaluated and, with eligible status, to be transferred or placed elsewhere if their skills are found inadequate at the end of the year. The universities and recognized learning and development agencies would organize the recruitment and training in each field, and recruitment and training of educators on any route would be controlled.

6.4.2. Professional Learning Should Be Redefined

Using programs like the quality enhancement educator, rigorous observation, research-based observation, and critique, plus counseling and supporting efforts, have shown that systematic education, data analysis, implementation, and observation techniques such as modeling, analysis, and observation can help teachers improve in the quality of their teaching.

Figure 6.6. Professional learning should be redefined.

Source: Image by Wikipedia.

For this to be the new model for future growth, it must be the model for all industries. Pupils and teachers both in and outside of the classroom can investigate insets, as well as class time spent reading, and the current learning through peer-to-mentoring to implement and be drawn on by outside resources including online discussion groups so that together they can collaborate to expand what they have discovered. On top of that, they will continuously be trying to review the effectiveness of their collective work to see how they could expand or strengthen it. As for how to take a professional view of teaching, this should be the overarching goal of the College of study.

6.4.3. Enroll Leaders on the School-Based Education Foundation's Supervision

Schools use school communities as a method of nurturing leadership roles for leaders in which the guidance of executive coaches or internships are offered, this assistance, which leads to faster leadership growth.

6.4.4. Re-Use the Capital That They Have

A multi-school partnership offers a major opportunity for improvement for schools to the quality of their operations. Roles are provided for all departments, especially at the top management and departmental positions to be available for exchanging posts. Using cooperative delivery methods, facilities, or provisioning benefits, may produce scale economies of scale when it comes to HR, education welfare, grounds upkeep, and catering, or other resources is crucial in saving money when procuring or acquiring other necessities.

Having the financial and corporate resources of these many schools at their disposal, organizations will provide classes of students with good long-term budget planning advice and the expertise to find where they can cut costs. Those years represent tremendous possibilities for education both for developing ways to go beyond and above current method practices and improvements to become a reality for school-led endeavors. But if you want to achieve these results, it would be essential for schools to develop collaborative approaches to relationship building as well as for the application of the same habits and policies.

Figure 6.7. Re-use the capital that they have

Source: Image by Pxhere

This is a short example; but, for schools, groups to experience the full benefit of being led by a diverse community of leaders, it is essential for them to first learn about size and how to implement small networks of

student engagement. Clusters would need to link to existing infrastructure, such as training and education, as well as one another with a line, joined with the services provided by TSA and/federation chains.

To be effective, the need to have high expectations of hard accountability mechanisms and processes for every school to monitor success and results as well as our collective influence from every relationship and metric that is used. At all school and the higher level, management levels, all parties involved with education or managing the Academy Trust should have an understanding of their position and be provided with capable personnel to carry it out who understand them and are given adequate support.

Accomplishing a compromise and operating on the side of decentralization was crucial. Chain organizations should discourage any inclination to centralize, and task-forces should not only be aware of their capacity to decentralize. The next five years may and must see a movement to include all schools within a given community become a part of a local school reform cluster. The level of variety is especially important to remember, as there should be several models, each with their characteristics, instead of just one that fits all. Generally speaking, this technique is in full bloom.

But, in some cases, it is already well established, while in others it needs further attention or encouragement. school communities must be provided opportunities to progress and encouraged to develop into established and competent community accelerators of change Expanding on cue: Over time, all school enhancement committees will have a seal of approval.

Some would believe that there is no longer a need for school and municipal/regional administrators, claiming that a self-improving culture of education means everybody should do the job on their own. His advice is completely ridiculous: naïve and does not agree with how things usually work in effective educational systems. In any area of the education system, we have to share a goal of improving education, especially looking after the needs of the vulnerable children, which must have a part in the process.

An effective system must help keep everyone on pace, determine gaps and gaps in everyone's performance, have data flowing at all levels, identify needs, and hold those schools to account. Also, all members must engage in data-gathering, so weak or deteriorating results can be identified and corrected.

For each area of the education system to be useful, every child must participate, especially those with challenges, poor data must be documented, gaps identified, and learning observed. These weak and poor students

will be needed to help teachers create a plan and deliver results in their neighborhoods. If the school using an e-personnel improvement strategy, you could seek out individuals with excellent talents who are already at the center and ask them to move to important positions in the system, and you can give top-out school leaders jobs to people with new to serve in supporting roles. Additionally, there can be one scheme for all institutions, such as government-funded public schools or government-maintained public schools.

By way of this, every academy was affiliated with one or smaller schools. So, every member of the teaching alliance and local or multi-school organization was a part of a branch of a state leadership training academy or a subregional structure for hiring and cultivating leaders. This solution would produce better results: more equal rates of change, more sustainable models of school leadership, a rebalancing of the inspection structure so that it shifted emphasis to leadership growth and technical skill and graduation rates.

6.4.5. School Leaders Can Undertake These Six Key Tasks To Make a Difference in the Lives of Their Students and Improve School Communities

Educational leadership is more crucial today than it has ever been. More and more responsibility has been placed on instructors, so they are now expected to provide more time in the classroom. It is becoming increasingly apparent that emotional and social maturity is required social and community factors that cannot be overlooked. For leaders to succeed, they must understand the mission of their company and realize to whom they want to expand it.

There are the six different tasks:

- **Believe and Envision:** A leader must have a fundamental conviction that can be easily expressed with consistency, concision, and enthusiasm. The underlying philosophy is known as belief in something, and the convincing vision is referred to as vividness of mental imagery.

- **Start Strong and Simple:** Leaders must take off to a fast and confident start. In addition to that regard, for those new to the job, one must have faith in the ability to inspire an easier problem that should be worked on first so it can be used as a stepping stone to achieving a greater goal. By doing this, the chief gets to exhibit his or her abilities, and others who are closely associated with

the group get to try out a different form of management, all at the same time. Sometimes when people have difficulties in their attempts, they realize that there is more to gain about failures than success.

- **Persuade and Inspire:** Leaders must be able to convince and encourage their people. If they do not share a convincing and palpable potential outlook, and their expectations are seen as congruent with those of others, they will not matter. They must constantly maintain and convey their firm opinions so that people can stay motivated to persist in them, even though the leader is not paying attention. Additionally, those who play a leadership role in the project must support and express the project's vision.

- **Lead Morally:** Effective leaders need to have a moral compass. anyone who follows the lead personally must still have confidence in that person's devotion to justice, inclusion, combating inequality, and making sure everybody is heard. The leaders are by definition those that people who are identified with the traits his or their supporters view, however, it is safe to assume that a reasonable number of people most likely do not have these.

- **Demonstrate Courage and Compromise:** Leaders must be willing to break from tradition and go against the majority stream to innovate and develop. Leadership is a spiritual pledge. If one is willing to face changes, one must be courageous, have the confidence to empower others, and be persistent, while being flexible is essential.

- Also, the ability to encourage others and the necessary trait of compromise is mandatory for leadership. Teachers ideally hope to convey this to their students to create a kind of conscientiousness where they call it out on their peers and generates thoughts about expanding one's horizons.

- **Optimize Any Situation:** If leaders are to succeed, they must possess situational and emotional mastery. A person's ability to have a cool head in times of turmoil is a must for leaders, but it can also lead to complications and slow growth in their influence when stressed by a person who does not have good emotional intelligence.

The leader must teach members of the group and others with a similar level of education about the meaning and significance of the organization's

purpose, as well as helping those people whom they work for develop a more vivid and specific picture of the objective.

One of the leader's many difficulties is how much can he or she control in diverse and broad educational environments. As a result, dispersed leadership is required for long-term success.

A school leader would not require being a principal, superintendent, or school board president to be a position of responsibility. If you are the one who takes responsibility for the success of the project, you should be the leader.

The project has a bigger stake, so they have to do a better job of keeping hold of the big picture. Think of the impact on your school or school, in addition to others, which would make it a safer environment. Allow yourself to benefit from this year's learning experience to better equip you for the role of leader in the future.

6.4.6. Opportunities for Teachers as Leaders

Likely, also, teachers make major use of informal leadership, such as teacher leaders used to do, when they assume their official ones, such as that studied by Lieberman, Saxl, and Miles (1988), concerning informal roles in the classroom activities, is when in making a substantial impact.

Based on the researchers' findings, it seems that the work of and of a teacher is very unique and highly differentiated to the school environments. As successful teachers discovered, team leadership abilities were needed on their way to provide differentiating leadership qualities that were developed during the job. those capabilities covered various techniques, including.

- Strengthens the Bond Between Customers and The Brand
- Determining the Environment in Which an Organization Functions
- Being Confronted with Challenges
- The Task of Managing the Job
- Building Trust and Improving Others' Abilities

Teachers who want to advance to more leadership roles within their school systems will have to do so by first actively collaborating with their redesigns. There are other ways that these principles encourage that you to include: helpfulness in establishing and maintaining a working in a supportive work environment, which emphasizes building community, helping students

master assistance skills, and supporting teachers' self-esteem by offering ongoing learning opportunities, and leadership.

6.4.6.1. Personal Gains

A research study has found that becoming a leader has proven to be profitable for someone with multiple personalities. The benefits for teachers include more intellectual and technical independence and an enhanced social connectedness as they move into new leadership positions, as they have stated.

6.4.6.2. Intellectual and Professional Growth

Participation in leadership roles seem to know a lot more about teaching and are noticed by others, with results of higher expectations from people on both (Porter, 1987; Lieberman et al., 1988; Troen & Boles, 1992) having gained professional skills and expertise leads to greater self-efficacy among lead teachers, contributing to a greater likelihood of dedication to the profession.

To rise in the profession, it was much more important to get work done with colleagues rather than spend time apart from the ordinary routine classwork. This improved because lead teachers collaborated closely with other staff members, learned new practices, and became educated about them, and because of their contact with others, and were introduced to new concepts.

6.4.6.3. Decreased Isolation

Teachers tell us that there has been a noticeable reduction in their feelings of loneliness because of their increased interaction with people outside community members. Though it has been noticed that in most cases, the well-being of the teaching staff has less impact on the well-being of teachers and administrators, administrative staff members would suffer a noticeable decline in well-being as they are no longer a part of the teaching force (Porter, 1987; Wesley, 1989). Some researchers have shown that under these circumstances, leading to increased collaboration and collegiality for teachers in the department (Lieberman, et. al., 1988; Hart, 1990).

6.4.6.4. Confronting Obstacles

It has been shown that having a leadership position will offer a valuable advantage, but it can also prove to be troublesome. In certain cases, it has

been discovered that experienced teachers have a variety of constraints that they face as they adjust to new positions and relationships.

6.4.6.5. Role Definitions

It has been shown in research that students have different educational levels under possible results where teacher leadership is not well established (Hart, 1990; Hatfield et al., 1987; Wasley, 1989). people that do not have increased (i.e., administrators, classroom teachers).

To begin with, researchers assert that lead teachers must get involved in the definition and development of their positions at the same time that they are recruited and hired. When it comes to being in and being recognized for effort, teachers who get to be leaders are more willing and more able to build and form their positions than others who are not granted the chance (Hart, 1990).

6.4.6.6. Time

There is widespread teacher agreement that leaders believe that due to time pressures, it is almost impossible for them to be both effective as teachers and leaders (Dierks, et al., 1988; Fay, 1992; Lieberman, et al., 1988; Porter, 1987; Wasley, 1989). As teachers have added duties, they have to spend time being able to provide quality teaching for their students to take care of themselves and their colleagues.

6.4.6.7. School Culture

This challenge is the main one that school administrators and colleagues of school leaders put in the way of their success: lack of resources and motivation. For a while, teachers aspired to have good and trusted relationships and increase 'open and candid' communication in the class, but these goals were never reached. teachers were put on the spot time-and-limit test when it came to the issue of equal teaching: This is an inclusive system We want equality We must be respected (Hart, 1990; Lieberman, et al., 1988; Wasley, 1989).

Raising concerns that were already evident in schools because of unfair practices like lead teacher favoritism, simply accelerated an often-existing animosity among other leaders. This method of lead teacher appointment often exacerbated already evident issues of inequality, especially in schools that employed poor leadership (Devaney, 1987; Hart, 1990; Wasley, 1989).

The majority of classroom teachers criticized the administration for failing to support leadership positions and creating an inhospitable school climate (Hart, 1990; Troen & Boles, 1992).

6.4.7. Shaping a Vision of Academic Success For All Students

To the extent that this idea can be understood in various contexts, scholars have investigated educational leadership and concluded that principals who are effective at running high-performing schools all believe that they lead the vision for schoolwide improvement, students hold schoolwide values and performance expectations.

Educators who are new to the conversation may find this perplexing: Hasn't principal issue become an obsession with a student's academic success come first on their lists of priorities. The most concise answer is no.

The principals were seen as administrators of becoming a part of the public-school workforce, although to a certain extent in the not-so-distant past, as well, high expectations were considered an attribute of college employees. Success may be defined as general manufacturing work for students who had pursued a "course," and the lack of success for people who did not finish their education. Over the past few decades, there has been a more intense focus on academic standards of all, not just a select group.

Having strong aspirations for all students is an important step towards narrowing the performance gap between students who are socially and economically advantaged and those who are disadvantaged. Partly about discoveries, and in addition to that to new revelations groups of the world economy, the divide in education needs to be reduced. It is with the launch of the start of the theme of high expectations and rigorous learning priorities.

A school administrator who does her job well works with teachers who embrace UW's objective of overall student performance creates a clear idea of academic achievement and works to bring it to fruition UW faculty members, as they believe, have listed this as an important priority for the school, so she insists on encouraging change of students.

Figure 6.8. Principal addressing the school children.

Source: Image by Flickr.

6.4.7.1. Creating a Climate Hospitable to Education

The most effective principal roles both parents encourage their students and children to have in school events, the more learning experiences they enable them to have. things such as the overall protection and cohesiveness, as well as non-measurable concepts such as a children's feelings of being cared for and nurtured' have been considered critical in creating a stable school setting.

It should not come as a surprise, then, that school principals who focus on the issue of creating care and confidence in the staff members should achieve results that are slightly higher on the list more likely to be found than the principals are less likely to be suspect in schools where teachers are not permitted to express themselves openly and where the way they will be in other places. It never had any enthusiasm in that building, he could not even get his teachers excited about that." focused more on various anecdotes and grievances about "traveling to the area rather than learning about their things that happen in the classroom with kids or using student data to make sure the instruction is properly tuned. teachers also became victims to the idea that they were in desperate situations, so they felt that they were something

or good hardworking martyrs. Teachers and administrators should consider making it radical, to begin with, to fix this kind of environment. They should also use the opportunity to make a real difference in this kind of climate by tackling teacher alienation, negativism, defeatism, and opposition within themselves and by working together in the school community to achieve a sense of belonging and cooperation.

To accomplish these goals, they should have an optimistic, open-minded, nonjudgmental, responsive attitude toward the students welcoming, collaborative relationships with every student; creating a positive learning atmosphere in which each participant is listened to and valued; and teaching staff and students to engage in practices that value and make them part of the whole; and inclusiveness that involves everyone.

Often principals work to connect with parents, as well as other stakeholders, such as businesses, in their communities to try to develop partnerships with their schools. But, to make sure that the work and time, and commitment involved are worthwhile, what else do you need? Although the proof is still new, nobody can confidently claim to have found a definitive answer to this issue yet.

6.4.7.2. Cultivating Leadership in Others

This belief is argued from various theoretical perspectives, one of beliefs that people from all kinds of organizations share is that leaders must rely on each other to achieve the group's goals and objectives, and another, which argues that in turn, that leaders of all walks of life, both public and private, often need positive working relationships to do so.

Somebody once said that schools are no different from one another. leading principals get significantly higher ratings in the areas of effective instructional environment and climate creation from two universities in Minnesota, and staff who award high marks to principals for spurring a vibrant instructional atmosphere are considered effective. In reality, if performance evaluations are any guide, principals who provide a more egalitarian approach tend to have more leads to their students tend to have excellent results.

There is a mutual influence in the relationship, even though it is indirect: A promising new research shows that better leadership will lead to greater levels of optimism in both the classroom and job environments. This allows for a fuller presentation of information in the classroom. Because institutions

sought to increase the impact that all parties have on decision-making, this explains why higher-performing schools had a bigger effect.

It was only due to the better outcome, which is two or three people may do the job better than one, so long as their brains are fully operational. These institutions could be more efficient as a result of greater access to mutual information and wisdom, according to the report.

Furthermore, principals are freed from any suspicion of decreasing power when their influence grows and expands with that of being in administration. Since it is well accepted that school leadership is non-rival rousing, the gain of one leader does not always mean the loss of another.

On top of this, they have a lot of say, principals and vice-principals have the most say in all school policies, but they do not maintain that as some rise to power. Though "higher-performing schools seemed to award greater power to stakeholders, there was the negligible improvement in the levels of hierarchy in these institutions.

The education staff (including faculty, administration, instructors, and other educators) from the University of Washington recommended effective principals get involved in developing and aligning curricula, designing teaching strategies, evaluation, and student tasks; collaborating on process improvement initiatives, and engaging informative peer-observation studies.

These leaders have searched for ways to promote cooperation, calling attention to the number of time teachers spent on educational administration. They may like to get rid of administrative meeting time to make time for classroom prep. Researchers in Minnesota and Toronto say the need for teamwork gets support from this study. as observation has shown that administrators with a history of delivering noteworthy contributions in increasing team member cooperation were often asked to take part in instructional decisions.

Specifically, those principals have a substantial impact on creating a coaching culture for students, which motivates and assists the latter in guiding them to improve. This was observed in academic studies, which noted a correlation between the results of increased performance on standardized math exams and personal involvement in the discipline. In a conclusion, the researchers note that shared leadership does, among other things, allow principals and teachers to result in better cooperation, leading to better relationships with one another. In addition to inspiring others, great leaders must also have great personal leadership skills in attracting followers.

6.4.8. Better Methodology of Teaching

A truly effective principal strives to increase students' success by the level of teaching. University of Washington researchers claim that they fight expanded ignorance and help drive concentration and foster high expectations; they work to dissolve teachers' sense of being alone and strengthen their efforts by connecting teachers and students.

In addition to training and maintaining staff, effective principals support staff development. teachers use evidence-proven techniques to enhance their own and students' abilities, as well as apply research findings in developing learning practices in teams as well as making decisions on teaching methods Despite the majority of teachers preferring to be left alone, these companies go after the employees they have chosen to expand.

This means that leaders must grasp the essence of their knowledge of professional education. What is needed to raise the level of teaching and learning to new heights? The majority of principals are in agreement on a few important activities, according to a survey; they agree nearly unanimously on record-keeping tabs on teachers' demands for professional advancement and watching over them in the classroom.

Educators also reward the success of both children and people who have real effects on them. They call it a structured visit or a classroom observation and even learning walks, depending on how you choose to look at it, but doing regular checks to identify areas where development occurs and to prevent regressions are equally important. Second, however, they require the system to have more casual and continuous contact with teachers, so that as a principal, they can keep better track of issues that crop up during the year.

Teachers, including those in higher and lower grades in the same report, say that they frequently attend classrooms and that they are highly noticeable in them. The Differences between the two classes of group members become even more prominent when they notice their different motives for frequenting the classroom were brought into the light, but both members explain their experiences, views, opinions, and preferences as similarly as black and white.

The majority of the findings teachers made on these individuals were informal, high-scoring principals made less than long-term students, who would make an observation once a week and visit the classroom and observed for one to completion. They provided them with information about personal and academic development, and guidance as to how to act in the

classroom and on the spot. Regardless of their length of whether they are beginning teachers or more experienced, principals agree that any teacher should improve their abilities.

6.4.8.1. Effective Leaders View Data as A Means Not Only To Pinpoint Problems But To Understand Their Nature and Causes

The unimpressive practice observation results recorded by underperforming principals represented a somewhat different method of observation. However, they mostly consisted of poking around in classrooms alone and going over things that were not related to education.

This had been prepared to alerting the teachers in advance to allow for a visit from the principal before he did so that no unexpected questions could arise. That was most obvious from teachers in buildings where the principal and overall performance have poor scores who noted little to no constructive input and have low principals who felt their capability and motivation have eroded significantly.

One thing to be noted, when talking about school leadership is that it is stronger in primary schools and much less prevalent in secondary and middle schools.

To an extent that is equivalent to that of the grade schools, high school principals should only advise on specific subjects, rather than general direction was seen as a limitation when they were hired. Teachers and school leadership frequently neglect those who can provide instructional leadership, missing out on opportunities for them to direct the students and boost the development of teaching skills.

The proposal is that the role of the department head should be redefined to position the holder as a resource who helps schools increase their instructional capacity and learning capacity across the system from elementary to high school.

To be effective, a leader must put his/her self-esteem at the center of her concept of what is possible for her subordinates. A practice-focused principal desires to empower educators to boost their effectiveness in one or any way, whether by giving them good information or assisting with department chairs and other teaching specialists.

6.5. CONCLUSION

To meet the challenge, teachers will have to extend their science awareness on all of the main topics and teaching methods as well as having a comprehensive understanding of those skills in the techniques. Going to school prepared teaching resources that enable them to carry out these kinds of learning experiences would necessitate alterations to teaching during their careers, starting with preparation, and moving on to the whole job learning curve.

the effectiveness of a teacher has on student comprehension of science is greatly depends on the size of the classroom, as well as the environment that they serve in and the rest of the state and regional populations. For Science Teachers' Instruction in the support of the teachers, the districts and services help each other and coordinate the implementation of fruitful methods for school personnel.

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Chapter 7

Policies and Initiatives Taken to Improve Leadership

CONTENTS

The chapter on policies and initiatives taken to improve leadership explains the various types of policies to enhance school leadership. This chapter also sheds light on the distributed school leadership. This chapter explains how to develop skills for effective school leadership.

Further, it provides a highlight on the various aspects of good leadership in schools. The chapter also emphasizes various types of top skills of good school leaders. In this chapter, various kinds of policy priorities and trends for school improvement have been mentioned as well. This chapter also addresses the significance of the various school leadership policy toolkit, along with the various strategies for effective school leadership.

7.1. INTRODUCTION

School leadership has become a priority in educational settings internationally. It plays an integral role in improving school outcomes via influencing the motivations and capacities of educators, as well as the school climate and environment. Effective school leadership is essential to improve the organizational structure and standards of equity for schooling.

As countries are seeking to adapt their education systems to the needs of contemporary society, the expected standards for schools and educational leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in nature and decision-making processes and holding them accountable for results.

At the same time, the requirement to improvise overall student performance whilst serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices. As a result of these trends, the function of school leadership across OECD countries is now increasingly defined by a demanding set of roles which include financial as well as human resource management and leadership for learning.

There are concerns across countries that the role of the principal as conceived for needs of the past is no longer appropriate. In many countries, principals have heavy workloads; many are running towards retirement, and it is getting harder and harder to replace them. Potential candidates often hesitate to apply, because of overburdened roles and responsibilities, insufficient preparation as well as training, limited career prospects, and inadequate support and rewards. These developments have made school leadership a priority in education systems globally. Policymakers need to enhance the quality of school leadership and make it sustainable.

7.2. POLICIES TO IMPROVE SCHOOL LEADERSHIP

Figure 7.1. Policies and initiatives to improve school leadership.

Source: Image by The Blue Diamond Gallery.

The OECD has identified three policy levers which taken together can improve school leadership practice.

7.2.1. Re-Define School Leadership Responsibilities

Research has shown that school leaders can make a difference in schooling and student performance if they are granted autonomy to make integral decisions. However, autonomy alone does not organically lead to improvements unless it is well supported by the major structures. In addition, it is important that the core responsibilities of school leaders be clearly defined and delimited. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching as well as learning. Policymakers need to:

- **Provide higher degrees of autonomy to institutes and professors with appropriate support:** School leaders need time, capacity, and support to focus on the practices most likely to improve learning. A greater degree of autonomy should be coupled with new models of distributed and designated leadership, new types of accountability, and training and development for school educators.

- **Redefine school leadership responsibilities for improved student learning:** Policymakers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of any school leadership practice.

This study identifies four major domains of responsibility as being integral for school leadership to improve student outcomes:

- **Supporting, evaluating, and developing teacher quality:** School leaders have to be able to adapt the teaching program structure to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation, and professional development.

- **Goal-setting, assessment, and accountability:** Policymakers need to ensure that school leaders have discretion to set strategic direction and optimize their capacity to develop school plans and goals and monitor progress, using data to improve practice.

- **Strategic financial and human resource management:** Policymakers can enhance the financial management skills of school leadership teams by providing training to school leaders, establishing the role of a financial manager within the leadership team, or by providing financial support services to schools. In addition, school educators should be able to influence teacher recruitment decisions to improve the match between candidates and their institution's needs.

- **Collaborating with other schools:** This new leadership dimension needs to be recognized as a specific role for school leaders. It can bring benefits to school systems as a whole rather than just the student body of a single school. But school leaders need to develop their skills to become involved in matters beyond their school borders.

- **Develop school leadership frameworks for improved policy and practice:** School leadership frameworks can help provide guidance on the main characteristics, tasks, and responsibilities of effective school leaders and signal the essential character of school leadership as leadership for learning. They can be a basis for consistent recruitment, training, and appraisal of school leaders. Frameworks should clearly define the major domains of responsibility for school leaders and allow for contextualization for local and school-level criteria. They should be developed with involvement by the profession.

7.3. DISTRIBUTE SCHOOL LEADERSHIP

The increased responsibilities and overall stake of school leadership are creating the need for the distribution of leadership, both within schools and across schools. School boards also face many new tasks. While practitioners consider middle-management responsibilities to be vital for school leadership, these practices remain rare and often unclear; and those involved are not always recognized for their tasks. Policymakers need to broaden the concept of school leadership and adjust policy and working conditions accordingly.
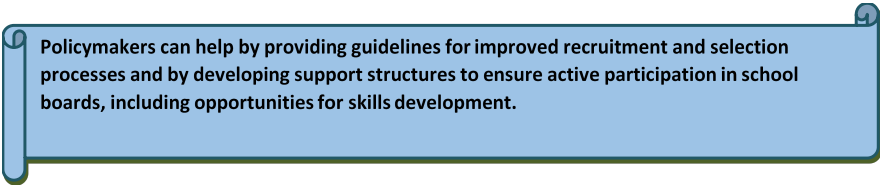
7.3.1. Encourage Distribution of Leadership

Distribution of leadership ideally strengthens management and succession planning processes. Distributing leadership across different people and organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness. This can be done through formal ways by defining team structures and other bodies or more informally by developing ad hoc groups based on expertise and current needs.

7.3.2. Support Distribution of Leadership

There is a need to reinforce the concept of leadership teams in national frameworks, to develop incentive mechanisms to reward participation and performance in these teams, and to extend leadership training as well as development targeted to middle-level management and potential future leaders in the school. Finally, policymakers should reflect on modifying accountability mechanisms to match distributed leadership structures.

7.3.3. Support School Boards in Their Tasks

Evidence shows that effective school boards may contribute to the success of their schools. For this to happen, it is crucial to clarify the roles and responsibilities of school boards and ensure consistency between their objectives and the skills and experience of board members.

> **Policymakers can help by providing guidelines for improved recruitment and selection processes and by developing support structures to ensure active participation in school boards, including opportunities for skills development.**

7.4. DEVELOP SKILLS FOR EFFECTIVE SCHOOL LEADERSHIP

Country practices as well as evidence from different sources depict that school leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on development and strengthening skills related to improving school outcomes alongside providing room for contextualization.

7.4.1. Treating Leadership Development as a Continuum

Leadership development is broader than specific programs of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career through these stages.

7.4.2. Encourage Initial Leadership Training

Whether this initial training is voluntary or mandatory depends on national governance structures. Governments have the power to define national programs, collaborate with local-level governments and develop incentives to ensure that school leaders participate. In countries where the position is not tenured, a trade-off must be found to make it worthwhile for principals to invest time in professional development. Efforts also need to be made to find the right candidates for the same.

7.4.3. Organize Induction Programs

Induction programs are particularly valuable to prepare and shape initial school leadership practices, and they provide vital networks for principals to share concerns and explore challenges. These programs should provide a combination of theoretical and practical knowledge and self-study.

7.4.4. Ensure In-Service Training to Cover Need and Context

In-service programs need to be seen in the context of prior learning opportunities for school leadership. Where there are no other initial requirements, basic in-service programs should encourage the development of leadership skills. In-service training should also be offered periodically to principals and leadership teams so they can update their skills and keep up with new developments. Networks (virtual or real) also provide informal development for principals and leadership teams.

Figure 7.2. Develop skills for effective school leadership.

Source: Image by Crown.

7.4.5. Ensure Regularity of Rules Made and Abided by Different Institutions

A broad range of providers look into school leadership training needs, but the training they offer must be more consistent. In some countries, national school leadership institutions have raised awareness and improved the provision of leadership development opportunities. In other numerous countries, where there are other and many providers but no national orientations, it is integral to have clear standards and ensure a focus on quality. Many governments have standards, evaluations, and other mechanisms to monitor and regulate program quality.

7.4.6. Ensure Appropriate Variety for Effective Training

A broad body of knowledge supported by practice has identified the content, design, and methods of effective programs. It points towards the following key factors: curricular coherence, experience in real and organic contexts, cohort grouping, mentoring, coaching, peer learning as well as structures for collaborative activity between the program and schools.

7.5. WHAT IS GOOD LEADERSHIP IN SCHOOLS?

A recent study found that not one school (of 180 surveyed) was able to improve student achievement records without effective school leadership. This research shows a distinct connection between skilled school leadership as well as positive student learning outcomes. It's proof that good leadership in schools makes a direct impact on student's experience and performance.

Good leadership in schools is the practice of encouraging and enabling school-wide teaching expertise to achieve a strong rate of progress for all learners. This leadership can be driven by principals and executive staff in settings of traditional leadership roles, as well as by school leaders and teachers without defined leadership roles.

For teaching the staff and future leaders in the education sector, it's important to understand what the benchmark is for good leadership in schools, and how it can be used to drive lasting change.

7.6. WHAT DOES GOOD SCHOOL LEADERSHIP LOOK LIKE IN PRACTICE?

Effective and noteworthy school leaders apply their educational and professional expertise and management skills to focus their efforts, and those of their teaching staff, towards improving the quality of student learning outcomes. A part of this involves staying up-to-date with the latest and upcoming teaching technologies and trends.

It also requires excellent interpersonal skills, as leaders work with students, staff, parents, and external communities to gain persistent feedback and find opportunities to innovate constantly. School leaders need to have a solid grasp of best practices and an aptitude for enabling continuous development.

Good leadership in schools helps to foster both a positive and motivating cultural factor for the staff and a high-quality experience for learners. Leaders at all levels in schools can contribute to this by developing top skills needed by school educators.

Figure 7.3. Good leadership in schools.

Source: Image by Wannapik.com.

7.7. TOP SKILLS OF GOOD SCHOOL LEADERS

- Leading through teaching and learning.
- For school leaders to be successful in their role, they need to lead the way in driving teaching and learning outcomes, first and foremost. This involves setting expectations about the school's learning practices as well as ensuring the organization's values and behavior are putting a focus on improving students' success.

Good leadership should always seek to innovate and accomplish in the field of education, keeping up-to-date with the latest and upcoming developments while also seeking feedback from school staff and students. Importantly, school leaders should encourage the continuous learning process and development of teaching staff, so that educational methods are informed and up-to-date with current industry practices.

Beyond their school, leaders should encourage collaboration and partnerships with other education providers, resulting in broader impacts on the education system.

Figure 7.4. Top skills of good school leaders.

7.7.1. Developing Self and Others

Good and noteworthy school leadership should have a strong focus on continued and progress professional development. This starts with leaders growing their skills and knowledge through a commitment to professional development and personal health and wellbeing. It should also promote the development of other professors.

Leaders within school settings should work with the staff to understand their personal growth needs and skills and knowledge gaps. This can help to create a culture of empowerment, self-direction, learning, responsibility, and leading by example to demonstrate how schooling staff can improve their teaching capacity.

7.7.2. Promoting Positive Change in School Environments

With the educational space evolving at a rapid rate, it's essential for leaders in schools to be open to innovation and change and to drive new initiatives in the school environment. The change should remain consistent with the school's values and goals, while genuinely working towards the improvement of student outcomes. School leaders must ensure that a culture of research, innovation, and creativity is at the core of the organization, and should seek regular feedback and data on student performance relative to changes.

7.7.3. Driving School Management

Leaders in schools use a range of data management methods and technologies to manage school staff and resources efficiently. They work with team members to ensure efficient operational work, while also cooperating with school boards, governing bodies, and parent cohorts.

Driving school management involves the responsibility of connecting an institute's vision and values with everyday operations to ensure the best learning outcomes for students. Leaders need to create strategic strategies based on consultation with staff, students, parents, and outside influences.

7.7.4. Engaging and Working with the Community

A key focus that school leaders need to have is engaging with their wider community. Schools are often composed of a mixture of students from different cultural, linguistic, and religious backgrounds. Effective leaders must interact with and celebrate the diversity of the community, ensuring everyone is made to feel included.

From students, parents, and carers, to other schools within the education system, leaders need to foster good relationships and build strong friendships to ensure positive outcomes are achieved across the sector holistically.

7.8. SCHOOL IMPROVEMENT: POLICY PRIORITIES AND TRENDS

This topic of the chapter identifies developments in policy priorities related to school improvising between 2008 and 2019, both from the perspective of education systems across participating education systems in OECD member countries and non-member economies and previous OECD country-based work. Such policy priorities include improving learning conditions to support students altogether; supporting and improving the competencies of school support staff; retaining teachers; improving teacher qualifications, skills, and training; as well as improving teachers' working conditions, among others.

Taking a comparative approach, this chapter also goes through policy trends identified for school improvement between 2008 and 2019, providing evidence of progress or impact for a selection of policies.

How can education systems build a more flexible 21st-century learning environment and help schools innovate? Education systems are increasingly

confronted with these questions (Schleicher, 2018). It turns out that school improvement policies are integral in establishing the conditions required for a more innovative, flexible, and accepting education system that supports student achievement according to individual needs and social and technological change.

In line with this, the Education Policy Outlook Analytical Framework defines school improvement policies as those which aim to strengthen learning environments and develop high-quality teachers and school leaders (as mentioned in the figure given below) (OECD, 2015).

Effective 21st-century learning environments create communities and build capacities within them, strengthening collaboration and communication, creating conducive conditions and climates for teaching and learning, and seeking reason in these efforts (Schleicher, 2015).

These learning conditions can support students to learn how to better navigate worlds that are increasingly volatile, unstable, complex, and ambiguous (Bennis and Nanus, 1985). Moreover, in contexts of increasing student diversity, inclusive learning environments play a crucial and integral role in nurturing stronger schools and societies.

Figure 7.5. School improvement according to the education policy outlook framework.

As a part of the process of strengthening learning environments, education systems also need to develop highly qualified teachers. A high-quality teaching body is not just a "given" among high-performing education

systems, however; it is the result of deliberate policy choices and framework carefully implemented over time.

With this in mind, education systems can learn from different education models to find alternatives that can be relevant to their specific contexts (OECD, 2018). This learning opportunity can be of great value to education systems, as teachers and education systems need to support students, now more than ever, to learn how to better navigate change and develop a mindset conducive to lifelong learning.

Besides educators, school leaders play an incessantly integral role in establishing as well as ensuring well-functioning 21st-century learning environments. School teachers often act as the bridging gap between teachers, students, parents or guardians, the education system holistically, and the wider community (OECD, 2016).

OECD evidence emphasizes that effective school leaders are those who can make evidence-informed decisions, provide the instructional leadership which teachers need to help all their students to succeed in school, and create a collaborative school environment in which teachers take part in school decision-making (Schleicher, 2015). Moreover, school leaders are often the first implementers of an education system, as they are tasked with translating education policies into reality within their schools so they become a part of everyday practice.

7.8.1. Learning Environments

Learning environments play an increasingly important role in ensuring students' success at school by influencing how students and teachers interact. The OECD defines learning environments as covering four key components: learners (the centerpiece), educators, content, and resources.

More specifically, this includes a structure of school-level conditions such as class size, learning and instruction time, the curriculum, and a share of instruction within the curriculum by subject, all of which are tangible policy areas used across countries to improve the learning process (OECD, 2015).

As of 2018, lower secondary teachers across the OECD spent an average of 78% of lesson time on actual teaching and learning, 13% on keeping order in the classroom, and 8% on administrative tasks. However, there appears to be a negative trend across the OECD: over the period 2008–19, for the majority of those countries with statistically significant data (12 out of 17 countries), there has been a decline in the percentage of class

time dedicated to teaching and learning (OECD, 2019). As student bodies become increasingly homogeneous across education systems, schools have to improvise education outcomes for all students by creating an inclusive learning environment. There are many ways in which a student population can be diverse; the OECD identifies five main themes: migration; ethnic groups and cultural minorities; disabilities, learning impairments, mental health; gender; and giftedness (OECD, 2019).

According to the OECD Teaching and Learning International Survey (TALIS) 2018, on average across the OECD, classrooms host a complex mix of learners: nearly one in three teachers educate in schools where more than 10% are of differently-abled students, students with special needs, just over one in five teachers in schools where more than 10% of students are non-native speakers and one in five in schools where more than 30% of students come from socio-economically disadvantaged homes (OECD, 2019). Ensuring all students have high outcomes is, therefore, an ongoing challenge for teachers across the OECD: in terms of average science performance, boys outperform girls by 4 points, native students outperform their immigrant peers by 43 points and advantaged students outperform disadvantaged students by 88 points (OECD, 2018).

7.8.2. POLICY PRIORITIES

7.8.2.1. Improving Learning Conditions to Support All Students

Through specific country-based work, the OECD has identified improving learning conditions to support all students as a policy integral and on a priority basis in several education systems. This includes addressing the needs of specific student groups, as well as providing support to schools to develop well-functioning learning environments.

Between 2008 and 2019, this policy priority was identified in at least a total of 23 education systems, either by the OECD in previous country-based work (10 education systems), by participating education systems (19 education systems), or both (6 education systems).

The OECD identified this as a policy priority in at least nine education systems from 2015–19 (Austria, the Flemish Community of Belgium, Canada, Chile, Colombia, Denmark, France, Greece, and Latvia). It was also identified as a priority in the Slovak Republic in 2008–14. Common principles of action mentioned by the OECD in recommendations to these education systems include introducing measures to improve learning

conditions to support all students. More specifically, these recommended measures include improving human resource strategies to strengthen teaching and learning processes in schools.

These can be as broad as working towards higher teaching standards or professional development opportunities which have a strong link to the school context. Other recommended measures include providing increased support to teachers for classroom management and offering monetary incentives to attract more experienced teachers to schools with a high share of students from underprivileged backgrounds.

Further measures link to investing in the physical infrastructure of schools, such as through the development of a more integrated system for infrastructure development and better use of data at all systematic levels, to foster an environment that allows for institutional improvement to take place.

7.8.2.2. Supporting and Improving the Competencies of School Support Staff

For some countries, the OECD's specific country-based work has identified a need to support and improve the competencies of school support staff. This includes improving the recruitment, organization, and competencies of school support staff and ensuring that different staff profiles are coherent and complementary.

Between 2008 and 2019, this policy priority was identified in a total of eight education systems, either by the OECD in previous country-based work (eight education systems) by participating education systems (one education system), or both (one education system).

Supporting and improving the competencies of school support staff was identified by the OECD as a priority in at least five education systems (the Czech Republic, Finland, Japan, the Slovak Republic, and Wales [United Kingdom]) across the period 2008–14, and as a priority in three more education systems (Estonia, Kazakhstan, and Latvia) from 2015–19.

Relevant principles of action offered by the OECD in recommendations to these education systems include ensuring the recruitment and retention of high-quality school support staff through improved working conditions, setting incentives, and easing entry possibilities. More specifically, this support can refer to offering better organizational guidance, such as setting out clear standards and qualifications or establishing a clear career structure.

7.8.3. Policy Trends

The policy trends observed hereon include a focus on generic strategies for schools and learning conditions to support all students. The general strategies have shown some stability over time. These policies were originally designed or have evolved to strengthen capacity at school levels, including for the school staff and community engagement. A more recent topic identified is the digitalization of schools, for which the majority of the policies collected were implemented from 2015.

Evidence of progress or impact for these policies was also collected for this report, whenever it has been possible to. The analysis on the cases worked on found that the effectiveness and efficiency of implementation depend greatly on factors such as stakeholder involvement (including governments to schools and students); collaboration across the different levels (e.g., through peer learning); guidance and monitoring; adaptation to local needs; and increased financial support to schools.

7.8.4. General Strategies for Schools

Many education systems have implemented general strategies for schools to foster better learning environments. The goal is to strengthen capacity and improvement at a school level and among school staff, as well as increase community engagement. This type of policy was collected for Australia, Austria, the French Community of Belgium, Denmark, Estonia, Finland, Ireland, Mexico, Japan, Kazakhstan, Mexico, Norway, and the United Kingdom (Wales).

In Australia, school funding has been linked to educational reform to improve education quality. As another example, the French Community of Belgium's Pact for Excellence in Teaching (2015–30) is a far-reaching strategy that contains elements that relate to quality knowledge and skills, school principals and teacher development, student wellbeing, and educational achievement. In the same way, Mexico's School at the Centre strategy works to bring together different initiatives to improvise the overall functioning of schools by strengthening the autonomy and shared decision-making processes.

7.8.5. High-Quality Teachers

High-quality teachers are an essential part of well-functioning education systems and are critical to the success of students in school and later in life

too. A high-quality educator workforce is thus a necessity to ensure that students obtain the skills they need in the 21st-century.

Education policies need to emphasize improving the way systems attract, develop and retain high-quality teachers at schools (OECD, 2015). By doing so, specific policy measures can target recruitment, selection, and induction processes; salary and working conditions; initial teacher education and professional development opportunities; career paths available to teachers; feedback and assessment; or collaborative working (OECD, 2018).

Initial teacher education is the first step in ensuring that teachers obtain the skills needed to support student learning. A coherent and comprehensive initial teacher education curriculum covers both content and pedagogical knowledge, which is most relevant to 21st-century classrooms and develops practical skills attracted to theoretical knowledge (OECD, 2019).

According to teachers' reports in TALIS 2018, across OECD countries, teachers' initial teacher education most commonly covers subject content, general or subject pedagogy, and classroom practice: on average, around 90% of teachers reported having received instruction for each of these components. Conversely, only around one-third of trainee teachers across OECD countries received a formalized preparation for teaching in a multicultural or/and multilingual setting, and just over half for using ICT to enhance teaching.

However, TALIS 2018 results also show that for each component of initial teacher education programs included in the survey, systematically a larger share of teachers reported receiving the training than those who felt "well prepared" or "very well prepared" concerning them. While the average discrepancy was 16% points, the largest was in the areas of general pedagogy (22% points) and student behavior and classroom management (19% points) (OECD, 2019).

Following initial teacher education, teachers ideally undergo an induction process once they enter the profession that helps them transition from theoretical to practical teaching experiences in the classroom. Through providing a variety of dedicated support, effective induction programs are key to helping teachers navigate challenges once in the profession, and can bring long-lasting benefits.

Empirical evidence shows that induction has a positive impact on teacher quality and student learning, supports teacher commitment and retention, and can stimulate virtuous cycles for innovation and continuous professional development (OECD, 2019). However, in TALIS 2018, over

two-thirds of lower secondary teachers reported having had no access to either formal or informal induction activities during their first employment.

Furthermore, evidence suggests that teachers are increasingly less likely to have access to any form of induction in their first teaching role: on average, fewer recently qualified teachers reported having received induction than their more experienced counterparts, by a difference of 5% points (OECD, 2019).

7.9. WHY A SCHOOL LEADERSHIP POLICY TOOLKIT?

Much of the education policy advocacy in the recent few years has been keen on improving teacher quality. But too often, the 'human capital reform strategy has missed an integral element which is strengthening school leadership. Whether we're trying to raise the bar for instruction or expand school options for parents, there's little that can be done to successfully improve schools without strong school leaders.

Figure 7.6. School leadership policy toolkit plays a significant role in schools.

Source: Image by Wikimedia commons.

Yet not only have advocates tended to focus too minutely on this area, but state leaders have neglected it as well. Most states lack a coherent strategy for school leadership, even though it's a fundamental piece of the puzzle.

Luckily, this mindset is slowly shifting as advocacy leaders and policymakers begin to focus on what makes a great principal and how to get more of them in the schools that need them the most. This school leadership policy toolkit is designed to support those reform efforts.

The school leadership policy toolkit is intended to assist advocacy groups in filtering through leadership research to develop a strategy for making improvements in their states. We identify clear components which states should have in place and models and experts in the field from which advocates can learn.

That's not much to say in terms of whether or not there is a defined approach that every stakeholder should take. Improving school leadership demands a diverse, state-specific strategy that considers a combination of state policy, state leadership, and regional/district practice.

In some instances, a change in state policy can work well to move the needle, for example, by removing statutory barriers that prevent non-traditional candidates from entering the principal pipeline. In other instances, policy reform isn't the solution; rather, the state can guide districts and schools to help them address their long-term hiring, capacity, and programmatic needs.

7.9.1. What's Included in the School Leadership Policy Toolkit?

An overview of the importance of principals and how their roles and time should be structured. The five coverage sections, which consist of:

- A short evaluation of the available studies and finding one will be needed which will apprehend the policy more, in addition to potential obstacles to reform.
- An advocacy piece designed to communicate to policymakers and stakeholders as to why they ought to take motion model coverage, if suitable.
- A list of available resources and experts for extra records.
- An example of the way every of the five coverage regions works together and engages with different kingdom-degree policy reforms.
- A matrix detailing proposed country moves and policy suggestions for each coverage vicinity.

Getting began the shortage of a coherent approach for college management in maximum states offers a possibility to expand a comprehensive plan

that both reflects the exceptional studies and aligns to other reforms being implemented (like new teacher critiques and turning around low-performing faculties).

Ideally, the country department of training leads the way on the approach improvement. However, in some states, the department can also lack the potential, bandwidth, or the desire to take the lead. In this example, advocacy groups and stakeholders can play a greater prominent position. Each nation desires a typical approach (or a mixture of techniques) for faculty management. questions to keep in mind consist of:

- Does the method articulate a clear vision for college management in the country?
- Does the method become aware of current strengths of the country policy environment on which to construct, and challenges to address?
- Is the approach information-pushed and knowledgeable by studies?
- Are there surely defined desires and metrics to measure the achievement of the method?
- Are the roles of the nation and districts in reality delineated?
- Are there timelines related to reaching those desires?

7.9.2. The Evolving Role of the Principal

Over the years, the position of the major has expanded and advanced to embody a big selection of expectations. 2nd simplest to teachers, primary effectiveness is the most critical in-school element that impacts pupil fulfillment. Today, an essential's function is to:

- Foster surroundings in which college students analyze and grow and educators share duty for presenting high-quality training.
- Provide normal leadership and strategic vision, manage daily operations, and make sure the faculty has the essential assets and supports to satisfy its goals.

Principals also lead the implementation of many college-based total education reforms inclusive of new trainer opinions or rollout of recent curriculum aligned with not unusual core standards, and they'll be liable for setting up new schools or turning around low-acting colleges. Network and figure engagement are also quintessential parts of the job.

No longer exceedingly, there is no unmarried mold for an outstanding most important, nor an unmarried listing of traits. Being a sturdy school leader is all about what is important to affect both the school surroundings and the lecture room to steer scholar consequences.

7.9.3. The Right Awareness of Practice

Principals have a greater impact once they foster a college-going college lifestyle and safe, orderly weather. Involvement in daily school room training simplest marginally affects scholar success and can negatively impact trainer morale.

Achievement is based on delicate stability of management (putting an excessive bar, focusing on meaningful records, clearing barriers) and education (including leadership improvement amongst master instructors and trainers).

7.9.4. Constructing and Maintaining a Strong Academic Team

Some important-led activities, like instructor training, evaluation, management development, and growing the college's academic software, at once relate to student achievement gains.

Robust principles additionally affect trainer retention. instructors take their cues from the lifestyle established through the chief; effective teachers are much less likely to depart if they have confidence in management.

7.9.5. Dealing with the College to Satisfy Its Goals

Predominant management and school achievement are linked; principals with stronger organizational management abilities (e.g., personnel, budgeting) that are successfully working within the confines of the machine generally tend to lead faculties that reveal greater scholar fulfillment profits. each primary needs to experience empowerment to make first-rate decisions for their college and their students.

7.10. FIGURING OUT STRATEGIES

Specific needs will vary by state, but generally fall into three areas: not enough principals to meet demand, principal quality needs improvement, or districts and schools struggling with retaining their best principals.

7.10.1. Not Enough Principals to Meet Demand

Districts need to be planning, now not handiest for recruitment desires, however additionally for succession. Strategic planning acknowledges not simply the number of projected vacancies, but additionally the different needs amongst them (e.g., chronically low-performing schools need more potent management).

States want to recognize whether current pipelines are providing the considered necessary quantity and best of leaders needed, but main delivery should now not outpace calls for. software range has to replicate the range of district needs throughout the nation, and states have to make use of alternative certification routes to expand and enhance the candidate pool.

7.10.2. Principal Quality Needs Improvement

Predominant effectiveness is a great indicator of whether a school may be successful in assembly the desires of students and educators. All principals, irrespective of their stage of enjoyment or performance, deserve normal opinions and feedback on overall performance. improvement and education alternatives ought to be tailored to fulfill the wishes of each predominant.

States can expand the attainment of resource investments by tracking how they're used, developing flexibility to combo distinctive investment streams, and linking outcomes to fees.

7.10.3. Districts and Schools Struggle with Retaining Their Best Principals

Successful retention efforts maintain stability in school management and preserve the first-class people in the region longer. States have to pick out and provide support to districts that warfare with retention, as well as assume strategically about enhancing retention statewide. States need to also be worried about whether or not powerful principals are in the places they are most needed and whether or not they're distributed equitably.

7.11. FOR LEADERS, GETTING ACTUAL PURCHASE FOR COLLEGE TASKS

If you're a pacesetter and want to peer large, proper participation in a college initiative, you'll need to suppose it through cautiously, according

to leadership experts Ronald Williamson and Barbara Blackburn in their current Middle Web article "How Leaders increase Stakeholder possession."

The top-down technique received its work: Asking stakeholders—like teachers, dad, and mom and students—to get concerned needs to be in a natural and meaningful manner and now not simply lip carriers. "Involvement can't be trivialized or used to mask the choices of administrators," said Williamson and Blackburn.

Grassroots possession requires leaders to take the following steps:

- Select wisely
- Step one is to decide who has to be worried about choice-making and implementation.

Ask whether a probable player has adequate time for the initiative and a clear knowledge of what needs to be achieved. while identifying who to contain, suppose no longer most effective approximately availability and suitability for the function, however also the man or woman's stake within the final results.

Those who are most laid low with an initiative need to be vital within the decision-making procedure. A restrained stake in the final results doesn't mean someone can't take part, however, recollect restricting their involvement in preference of someone with a deeper connection to the initiative.

7.11.1. Make Communication in Two Manners

Communication is any other key to fulfillment: "suitable conversation is two-way. this is, you each accumulate (pay attention) and percentage information" Williamson and Blackburn write. "that may sound easy, however too regularly, we inadvertently create a way of life that does not inspire input, especially genuine input."

For example, one principal claimed the academics at his school were involved in determining what expert development possibilities could be offered. The academics had been choosing from a listing of alternatives generated by using the main, and "they felt the fundamental had already decided what to do and became best using the survey to later say that teachers had been involved."

7.11.2. Cognizance and Refocus

Using simple strategies to recognize and refocus the discussion on a subject can help flow in the direction of meaningful engagement employing all individuals. Williamson and Blackburn suggest imparting a timetable before the assembly, reminding participants of the motive of the meeting at the outset, and ensuring that everyone has an opportunity to take part within the communication "via thanking participants in advance for honoring others' voices."

7.12. LICENSURE

Converting licensure guidelines was some other approach highlighted by the literature and our respondents for both improving the best of college leaders and supplying opportunity pathways to management positions. We observed that those coverage modifications were pursued completely by way of states.

In Massachusetts, the Boston and Springfield districts, however, were also granted the ability to license graduates in their district-based education applications. some states had modified or tried to alternate their licensing shape.

As an instance, Indiana removed the essential and secondary faculty difference; Rhode Island attempted to cast off grade-stage differences, however, it failed. Oregon decreased the wide variety of levels of administrative licenses from three to two and accelerated the experience requirements for the second stage. In addition, at least four different states created a continuum of licenses to specify as a minimum two, and occasionally three, stages for the important license.

Delaware instituted a 3-tier machine that furnished initial, persevering with and superior licenses. Rhode Island furnished a faculty chief license, Kentucky supplied a teacher leader endorsement, and Illinois furnished a teacher chief license and a grasp main license.

A few states reformed their licensure systems via revising the necessities for preliminary licensure and licensure. Indiana, Iowa, and Oregon revised their necessities to align with the new ISLLC leadership requirements. At the time of fact series, the Georgia legislature became considering performance-primarily based necessities for re-licensure, and Massachusetts became considering revising licensure necessities to align with newly drafted requirements.

Sooner or later, a few states created alternative licensure routes. Illinois created an opportunity direction to an administrator license for countrywide Board licensed instructors, and Delaware created an opportunity direction for instructor leaders. As mentioned above, Massachusetts granted popularity of the alternative licensure routes created by using the Boston and Springfield school districts. These routes had been created to boost opposition among conventional coaching packages and also to provide extra routes to become important, reducing boundaries to this role.

7.13. EVALUATION

All through the time of our examination, many examine states and districts were pursuing rules and projects for comparing leaders. Although the CLS hypothesis emphasizes evaluation as an essential situation, respondents also highlighted it as a crucial coverage lever, they might use to directly enhance management. Georgia, Illinois, Kentucky, and Iowa have been requiring that all principals in the state be evaluated. However, they did not now require a specific method (even though they did deliver models and guidelines to help in this procedure).

This became noteworthy for the reason that principals are regularly evaluated now and again or not at all (Usdan, McCloud, and Podmostko, 2000). some states and districts had been creating or implementing a common assessment system.

For example, Delaware developed the Delaware overall performance Appraisal gadget (DPAS II) for administrators, which's designed to degree development in keeping with the ISLLC requirements. To charge principals, evaluators overview proof submitted via the principal; outcomes of three conferences (purpose setting, formative, and summative) among the essential and the evaluator; survey information from principals, instructors, and evaluators; and pupil fulfillment and increase records from state and local exams. This evaluation device was being utilized by the three districts we visited in Delaware.

A few states and districts had been both creating or making available an assessment tool. several websites, together with Jefferson County, we're piloting the Vanderbilt assessment of management in schooling (VAL-ED) management assessment device.

Funded employing The Wallace basis and created with the aid of Vanderbilt college, VAL-ED makes use of a multirotor, evidence-based total

method to assess faculty leadership behaviors that research has proven impact trainer performance and scholar mastering. Inside the process of revising assessment approaches and equipment, numerous states and districts have been moving the point of interest of evaluation to be extra supportive of the export boom. For instance, new directors in Iowa should be evaluated at least once every 3 years to make sure of non-stop improvement. The evaluation method is meant to assist growth toward desires mentioned in man or woman professional boom plans.

7.14. SCOPE OF REGULATIONS AND TASKS

Policies and projects differed now, not simplest in their attention, however also in their scope and ambition, as measured by the breadth of agencies focused on employing the moves, the number of initiatives pursued, and the number of humans served by way of the initiatives.

7.14.1. Variety of Positions Cantered Through Actions

Some policies and initiatives have been extra ambitious than others in that they were directed at more than a few leadership employees further to principals. a few actions centered on teacher leaders, school directors, district officers, superintendents, and/or school board contributors.

In widespread, instructor leaders had been more likely to be focused via pre-service efforts, and superintendents and the district office body of workers had been much more likely to be centered by way of in-provider efforts. Some sites, along with Massachusetts and Delaware, tended to pursue regulations and tasks that always focused on a vast variety of personnel.

7.14.2. Comprehensiveness of Moves

A few rules and initiatives have been considered to be formidable because they were additives of a broader set of rules and initiatives that have been bundled together. The first phase of the Wallace investment in Delaware turned into used to pursue a fixed of regulations and projects that addressed several areas.

Those efforts blanketed revising the licensure and certification system, adopting the ISLLC standards, funding a pacesetter mentoring software and assessment center, revising the leader appraisal system, developing the annual Delaware coverage and exercise Institute, and increasing the Aspiring college chief Internship program. This was a much more complete approach

than that taken by Massachusetts, wherein the primary phase of funding became typically centered on one policy region, in-provider improvement. Some rules and tasks tried to reach extra numbers of humans than others. This became especially authentic for pre-service and in-provider applications. One alternative district-primarily based pre-carrier software served only 15 people, while another served 80. Similarly, a few states presented PD applications that served among 50 and 100 participants.

At the time of our examination, the NISL software in Massachusetts had educated over 790 individuals. a few projects had been supplied best to a pilot organization, at the same time as others had been supplied districtwide or state-wide. For instance, the Oregon management community (OLN) deliberately served trainer leaders, faculty leaders, relevant office leaders, country organization leaders, stakeholder leaders, and higher education leaders.

7.15. STAGE OF THE INITIATIVE

some policies and tasks had been similarly along in implementation than others; a few have been nevertheless in the design degree, even as others have been applied for years. several of the evaluation structures and equipment, consisting of DPAS II and VAL-ED, had been being piloted at the time of our statistics series.

Figure 7.7. Stages of the initiatives.

Source: Image by Flickr.

In addition, some states had applied statewide requirements aligned with ISLLC requirements simplest inside the last year or two, whilst Delaware, for example, had had ISLLC requirements in the vicinity because 2002. Some applications, consisting of Chicago's gadget of neighborhood school councils and Boston's pilot faculties, were in the area for years. As such, some regulations were more mature and had already had a large impact on the manner principals had been recruited, prepared, and supported.

7.16. VENTURE TO THE REPUTATION QUO

Policies and tasks also varied in the amount of alternate they required. A few websites boldly challenged the fame quo, even as others went after what they have known as "low hanging fruit." As an instance, the policy of sunsetting all pre-carrier packages in Iowa changed into a competitive flow that required major changes across many companies within two years.

Efforts to redecorate pre-provider packages in Massachusetts, on the other hand, did little to project the popularity quo. There, pre-service programs should voluntarily use a gap-analysis tool to self-perceived areas wherein their program did not now align with national standards for leadership.

While our interview respondents hoped that every one of the pre-service programs could sooner or later use the tool and revise their packages, therefore, this initiative changed into really much less tough to the status quo than a sunset coverage that had unique clear results for failure to behave.

7.17. WHAT CAN STATES DO?

7.17.1. Develop Criteria and Screening Processes to Identify and Recruit Potential Principals

Large districts might set up their own, but smaller districts probably will need state assistance in developing criteria and processes to identify and recruit future leaders. The screening could include an application, a portfolio with evidence of professional performance, a structuralized interview, and several assessments to measure leadership potential, general decision-making skills, and other personal traits.

7.17.2. Develop and Disseminate Ideas for Identifying and Recruiting Future Principals

States can prepare and disseminate materials to promote school principals' important role in an accountability system focused on student achievement. These materials can share ideas about ways for districts to identify promising candidates to be school leaders.

7.17.3. Encourage Districts and Universities to Work Together to Select Candidates for Graduate Programs in Leadership

If states expect to create a pool of highly qualified potential principals, leaders at universities and school districts together must support higher standards for admission into principal preparation programs. States can provide incentives such as grants or stipends that will encourage such partnerships and that shall take into account each institute's need to maintain a stable enrollment during the transition to higher standards.

7.17.4. Support Those Who Have Been Selected for Principal Preparation

States and districts can offer promising principal candidates several types of support:

- release time for training and on-the-job learning experiences;
- stipends for university tuition; and
- expert mentors and coaches.

7.18. CONCLUSION

In the conclusion of the chapter, this chapter discussed the various sorts of policies and initiatives taken to enhance the school leadership. This chapter also discussed the various distributed school leadership such as encouraging the distribution of leadership, support distribution of leadership and support school boards in their tasks. In this chapter, it has been discussed that how to develop skills for the effective school leadership which includes treating leadership development as a continuum, encourage initial leadership training, organize induction programs, ensure in-service training to cover need and context, ensure regularity of rules made and abided by different institutions, and ensure appropriate variety for effective training. This chapter also discussed the various kinds of policy priorities and trends for

school improvement such as learning environments, policy priorities, policy trends, general strategies for schools, and high–quality teachers. Towards the end of the chapter, various policy toolkits for better school leadership, the significance of licensure, evaluation, the scope of regulations and tasks, stage of initiatives have also been discussed. This chapter also discussed what can a state do to improve school leadership which emphasizes develop criteria and screening processes to identify and recruit potential principals, develop and disseminate ideas for identifying and recruiting future principals, encourage districts and universities to work together to select candidates for graduate programs in leadership, and support those who have been selected for principal preparation.

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Chapter 8

The Evolution and Future of School Leadership

CONTENTS

This chapter discusses the relationships of school teachers as well as leaders and shares a diverse perspective on the culture followed in schools and within the education system. It also ho through with some of the key developments required within the schooling and leadership programs followed by their skills, culture, and values. Furthermore, this paper goes through the evolution of 21st-century leaders and training programs required for principals and teachers to qualify the necessities of today's atmosphere in the education system.

8.1. INTRODUCTION

In the era of globalization, the role of educational leaders has been undergoing many changes due to the diverse needs and expectations of the stakeholders of education. The need for the professional development of the educational leaders to full fill their roles is has been increased by this.

On the shaping school culture, school improvement, student learning, and achievement having a high impact of educational leaders so that their professional development is critical to their continued success as leaders.

In the professional development programs, there are some of the educational leaders who participate in these programs update and they also extend their knowledge and improve their performance on the job by applying new knowledge and skills to implement the best educational practices in schools.

Figure 8.1. The evolution and future of school leadership.

A comprehensive overview of expected responsibilities and features of school leaders in the context of the different models of educational leadership is provided to the leader and along with this it also presents a review of the

articles about the need for professional development of educational leaders and finally gives professional development ideas which will help school leaders continue to strengthen their practices throughout their career.

8.2. EDUCATIONAL LEADERSHIP

In many sectors such as business, health, education, and technology, there has been a great interest in leadership. For the achievement of a goal, leadership is considered as the process of social influence which can maximize the efforts of others.

Leaders are appointed to positions formally or informally in education settings by influencing their colleagues by providing direction to them. School leadership exchangeable is used as the main core of educational leadership, and it is also used for achieving better student success in schools.

Therefore, to obtain better school outcomes, all scholars and school staff work hard to find ways. So, this means to explain the roles and responsibilities of the school leaders' scholars put forward different classifications of school leadership.

To the principal leadership policymakers and scholars paid attention because of the body of research on effective schools during the 1980s. On implementation of the curriculum involving instruction and learning, as per the McEwan, instructional leadership emphasizes this. According to Hellinger and Murphy, the instructional roles of the principals are as follows:

The mission of the school is being defined, as frame school goals very clearly and communicate goals of the school. When there is supervision and evaluation of instruction, coordination of curriculum, and monitoring the progress of students, then it means there is managing the instructional program. Creating a positive school climate (protection of instructional time, promotion of professional development, maintenance of high visibility, provide incentives for learning and teachers). In the 1990s, some scholars started to take interest in school improvement and argued on transformational leadership and teacher leadership as the alternatives so that instructional leadership lost its potency by the turn of the twenty-first century, but rising interest in accountability movement and student outcomes led scholars to focus on school principals as instructional leaders.

Figure 8.2. Educational leadership.

In 1978, the concept of transformational leadership was introduced by James MacGregor Burns. the meaning and dimensions of transformational leadership are defined by Leithwood and Jantzi as follows: transformational leadership for making reformative changes needed in schools focuses on motivation, inspiration, and influencing teachers and parents to work together cooperatively based on core beliefs and values.

The vision and goals of the schools are built up by the six dimensions of transformational leadership, provision of intellectual stimulation which offers individualized support, symbolizing professional values and practices; demonstration of high-performance expectations; and development of structures to encourage participation in school decisions.

To commit to the shared vision and goals of an organization, transformational leaders stimulate and inspire their followers, achieve extraordinary outcomes, and be innovative problem solvers. To develop and grow into leaders, they empower and support followers.

Along with this to align the objectives and the goals of each follower should have to pay attention to their needs and personal development as coaches and mentors. So, there are some of the components of transformational leadership which are being mentioned below.

- Idealized influence (serving as a role model, admired, respected, and trusted leaders, emphasizing the collective sense of mission, willing to take risks, being consistent, showing high standards of ethical and moral conduct)
- Inspirational motivation (motivating and inspiring followers, creating clear communicated expectations)
- Intellectual stimulation (encouraging creativity, ideas, and approaches of followers to address problems and find solutions)

- Individualized consideration (paying attention to needs of each follower as a coach or mentor, recognizing individual differences, encouraging two-way exchange in communication, personalized interactions with them)

In the early 2000s, it has been seen that the concept of the distributed leadership has been emerged and also known as shared leadership in part from the distributed cognition and activity theory, and because of the idea principal cannot do the job alone due to having many dramatically evolving managerial and leadership roles. To a group of leaders' principals distribute leadership and decision-making for the organizational reform. From the distributed leadership perspective, as follows.

- Distributed leadership allows democratic or autocratic leadership.
- Leadership may be stretched overall leaders in a school.
- Multiple leaders take the responsibility for the leadership in the schools.
- The number of leaders depends on the routine and the subject area.
- Leadership practice is a product of the interactions between school leaders, followers, and their situation.
- A primary characteristic of interactions among leaders is interdependency.
- Principal shares daily works in schools with assistant principals, teachers, and with other staff members
- Multiple individuals lead and manage schools, including principals, formally designated leaders, and teachers who have no formal leadership position, students, and parents.

It has been seen that critical leaders are the assistant principals and candidates for being principals in schools around the world by serving underneath the school principal. There are various categories of assistants in the school which are known as deputy heads called quasi-deputy heads; assistants who work below the principal called subordinate deputy head and assistants who fill specific needs called niche assistant heads.

Teaching, curriculum and learning, resource management, external connection and communication, accountability and quality assurance of the school, staff management are some of the roles which the assistant principal have according to the Kwan and along with this it also involves development and growth of the teachers, policy environment and strategic

direction. Roles of assistant principals were assigned in 2011, as having the duties in an administration like formulation of goals, development of curriculum; training, development, evaluation, and selection of teachers; student discipline and counseling students.

In school operations, learning, and teaching, teachers are being accepted as holders of a central position in the concept of teacher leadership. Teachers are considered the most important stakeholders of education and must be at the center of school transformation and change in education. By working purposefully, collectively, and collaboratively teachers can influence practice and policy significantly.

Teachers can form the lasting difference between learners and learning only in the case if teachers are supported for their creativeness, innovation, and collaboration. Teachers in school become more confident, satisfied with their work in schools if they are having the leadership roles, so in the end, this will lead to a higher teacher retention rate.

In the 1980s, Cooper et al. emphasize that teacher leadership is rooted in the teacher professionalism movement which is considered very important for successful school reform. Depending on the school context they have specific duties which may vary such as

- Working as department chair;
- Working as grade level leader.

To determine and implement or manifest a school-wide vision of instruction there is a requirement for working with the principal to support teachers.

- The success of teacher leaders depend on;
- School culture (foster communication, collaboration, and learning).

There is a positive, open, and supportive relationship between the principal, teachers' leaders, and colleagues and there is continuous communication and feedback.

8.3. NEED FOR PROFESSIONAL DEVELOPMENT

In new dimensions, there are very fast changes in science and technology, in social, political, economic, and cultural fields. Companies are achieving success in their fields, as they are seeking a qualified, highly educated workforce having contemporary information. There will be an effect

on societal development because of the outputs of education policy of governments and economic prosperity of nation seriously.

With the help of education, the earnings, employment, health of the individuals are promoted, and education strengthens the institutions and encourages social cohesion. So, in this sense, to meet the expectations of the business world, it is very important to train the students successfully.

Figure 8.3. Need for professional development.

This also reveals the importance of education. As the rungs of a ladder, the basic building blocks of education help the students learning and not only the subject matter but also develop cognitive, language, emotional, and social skills of the students. As a result, to select their future jobs, student identify their talents and skills. to demonstrate the progress of their students as twenty-first-century learners, the demand for schools has been increased.
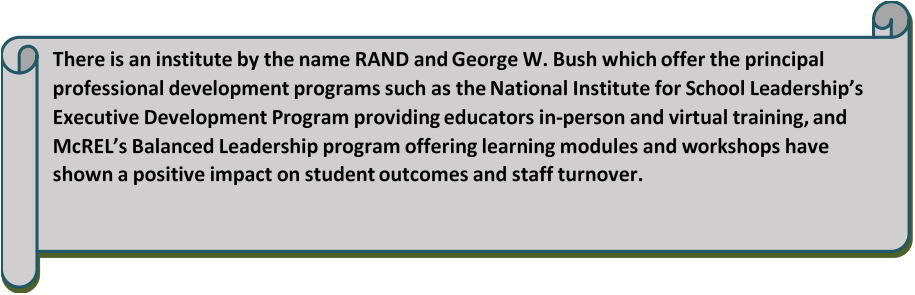
The school required need new generation of instructional leaders to meet the expectations who can transform schools. The four pathways as organizational, rational, emotional, and familial educational leadership influence not only the school effectiveness but also the performance of students. If the focus is on teaching and learning, this effect will be greater. The academic capacity of schools is get affected by the principals, and it also influences the growth of students indirectly. After the principal has been appointed to their schools, the professional development of school principals should continue and be sustainable.

- To acquire current knowledge, skills, values, and attitude beyond schooling.
- To understand the latest technological developments and to be comfortable with technology changes [28].
- To implement and manage new changes in education.

- To have necessary knowledge, competencies, and dispositions to function and perform in the context of educational reform.
- Principals' continuous improvement and learning is important for student and teacher learning, policy implementation, and cultivating healthy and supportive school communities.

At the time of designing professional development programs, patterns of provision, the delivery modes, career stage of school leaders, school improvement practices, human resources, strategic planning, and financial management are considered. By the variety of various sources, professional development programs can be provided to the school principals such as school districts, universities, governmental agencies, professional associations, and other organizations.

The training activities about the human capital, school culture, executive leadership, strategic operations, building relationships with peers are essential, and along with this supervisor, support has a high influence on the continued success of the leaders. For the school leaders in different countries there some outstanding examples of professional development programs.

> There is an institute by the name RAND and George W. Bush which offer the principal professional development programs such as the National Institute for School Leadership's Executive Development Program providing educators in-person and virtual training, and McREL's Balanced Leadership program offering learning modules and workshops have shown a positive impact on student outcomes and staff turnover.

Principals get placed by the school leaders' networks which engaged in the peer networks, and it also provides one-to-one coaching support to principals in the USA. In the late 1990s in England, there was a college by the name National College for School Leadership, which is now called the College for Teaching and Leadership focuses on strengthens the professional development of principals over 4 years before the principals can assume a school leadership position.

High-quality school leadership training for headteachers, successful teachers, and assistant principals is provided by the Wallace Foundation in New York City. Energizing Ontario Education Model (EOEM) is used by the Canadian government and they also developed a coherent leadership strategy to support school leaders. Based on the leadership-situation

exercises and interviews only 35 successful school leaders are selected each year to attend the "Leaders in Education" program' at Singapore's National Institute for Education. To the educational reform, teacher leadership has been increasingly seen as crucial and promoted in the USA and UK. Leadership potential can be developed by the teachers themselves and can lead innovation in their schools with effective supports such as giving opportunities for open discussion about values, strategies, and leadership; enabling them to identify their professional development priorities; to access relevant literature and guiding on leadership strategies. During the internship or on-the-job training, there is the requirement for the experience which the many assistant principals acquire, and their roles should be restructured.

For the personalized professional development programs, there is a need. Through the professional development community, sustainable programs can get support. There is a focus on action plans, collaborative inquiry, field practice, case study analysis, group dialogue, self-study, individual, feedback on performance, and apprenticeships which the training workshops may include. There is a special mentoring program by the school principals which helps the assistant principals to get prepare better for the principalship.

8.4. PRINCIPAL LEADERSHIP AND ITS LINK TO THE DEVELOPMENT OF A SCHOOL'S TEACHER CULTURE AND TEACHING EFFECTIVENESS

8.4.1. Relationship between School Culture, Teacher Culture, and Teacher Behaviors

In an inner reality, the school culture varies from school to school, as some of the schools reflect the state of the school climate or learning environment. In the year 2002, Peterson states that it is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school.

Thinking of the people is getting influenced by the school culture and the major aspect of the school culture is defined by the school culture. Generally, the conservative side of the current social mainstream culture is get reflected by the teacher culture and there is an indifference of culture which may emerge as a natural reflection of sustained suppression by upper authorities.
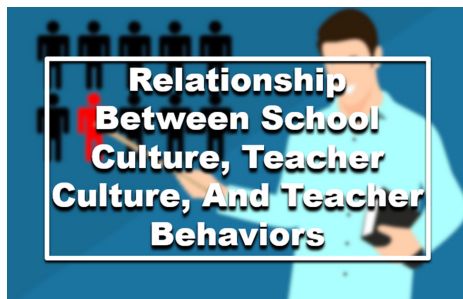
Figure 8.4. Relationship between school culture, teacher culture, and teacher behaviors.

To consolidate political power or stabilize a social order, teachers are not the tools. Within the school system, when the status of the teachers is limited to the tires of professional and technical personnel, then they are responsible only for management and implementation of courses with no power of critique or adjustment over curriculum and teaching, all educational outcomes will be limited to objectives-level teaching only.

On a good quality school culture, the key to the success of the school education depends on because the attention of people is there according to the school culture, as it influences the people, how they identify with the school, how hard they work, and the degree of motivation is there to achieve their goals. Schools are being allowed by the existence of unique school cultures, to display its different features and advantages and has a great impact on performance and the school's effectiveness.

To construct cultures antithetical and collegial interaction among teachers and between teachers and administrators, traditional school norms have been shown. In Taiwan, there is a demand by the cultural-educational reform of a grassroots approach from the schoolteachers, in which their relationships must switch from alienation to close co-operation within a learning group.

There are some identities of the teachers who are being asked to reshape, and the reshaping of identities is required only for those which have placed them in an awkward position. There are different cultural problems, and everyone has to solve their problem. Inside and outside of the campus school culture is gradually shaped.

There is a close relationship that exists between school culture and overall school image and effectiveness. To develop a good quality school

culture, there is a requirement for understanding a school teacher's culture. The key element of the school culture relies on the teacher culture. There must be a high-quality school culture when there is a high-quality, positive, and professional teaching culture.

There is a statement which is said by a chinses that, it takes ten years to nurture a tree, but it may take up to one hundred to educate a man. As education takes time and is considered as the fundamental root of cultural heritage and the impact of teachers on students is far-reaching.

Teaching is known as the ongoing process of innovation and growth. Facing the demands of educational innovation and new expectations, teachers benefit from connections and function best when not isolated from society.

8.4.2. Relationship between School Principals' Leadership and a School's Teacher Culture

The school principal is having many responsibilities and is considered as the creator or re-shaper of the school teacher culture and along with this school principal influences the action of school staff and motivated them. On the school culture, the principal's personality traits, attitudes, and behaviors have a crucial influence and through the school culture, on teacher culture, especially its atmosphere.

For example, previous studies have demonstrated that school principals have a significant direct or indirect impact on teachers' performance, job satisfaction, effectiveness, motivation, commitment to professional development, and collaboration.
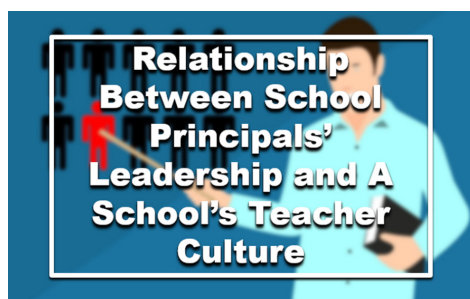
Figure 8.5. Relationship between school principals' leadership and a school's teacher culture.

On the effective principals, the literature review reveals that they appear transformational rather than transactional, interactive rather than buffered and empowering rather than controlling and that their school culture tends to be collegial rather than bureaucratic, and collaborative rather than individualistic.

Therefore, charismatic leadership, inspirational motivation, individualized consideration, and intellectual stimulation should be offered to the teachers by an effective principal.

8.4.3. Teaching Excellence Award and Quality of Teaching

In the year 2007, to recognize outstanding performance in teaching and to encourage teachers to devote themselves to teaching innovation and providing better learning guidance, the Ministry of Education in Taiwan designed the teaching excellence award for primary and secondary school teachers. In the year 1988, Alberta, Canada started offering teaching excellence awards. In 2006 to recommend excellent teachers or outstanding principals to the education authorities, the province's education authorities invited students, parents, teachers, colleagues, principals, and community members together. In Australia, a National Teaching Excellence Award sponsored by the National Excellence in Teaching Awards (NEITA) Foundation of Australian Scholarships Group (referred to as ASG) was also established. So, on behalf of the government, the Foundation honors and praises excellent teachers in kindergarten, elementary, and junior high schools (NEITA Foundation, 2006).

Figure 8.6. Teaching excellence award and quality of teaching.

As it has been seen that the focus is on the improvement of teaching quality and learning effectiveness, no matter where a teaching excellence award is offered—Taiwan, Canada, or Australia. With a grand dinner and an

award, the certificate is given to teachers and their schools, Alberta, Canada, honors outstanding teachers. And on the other hand, Australia's program works in much the same way.

In promoting a new research project on teaching innovation, the Australian award also offers prize money to assist the winners. So, in Taiwan the implementation of a new nine-year integrated curriculum, the Ministry of Education has invited experts and scholars each year to select the best teaching teams, to encourage teachers to improve their teaching quality. With a handsome bonus winners are being rewarded for their achievements.

8.4.4. Teaching Team and School Culture Innovation

Curriculum experts, scholars, and academic staff should be included in an effective teaching team. Therefore, to eliminate self-isolation among teachers, the team should not involve too many people, and its members should be able to interact freely.

Figure 8.7. The teaching team and school culture innovation.

In developing a teaching team school authority must first understand the unique traits of the teaching team to make its operation efficient and smooth. the school organizational culture is better able to make smooth changes, integrating when the teams are working effectively and to enhance students learning transforming school teaching and guidance.

8.4.5. Relationship Between Teaching Excellence Award-Winning Teams and a School's Teacher Culture

As the powerful latent force, a school teacher culture is defined that resides within a school and guides the teacher's behavior. On the school effectiveness, it can have a tremendous impact. School culture has been developed gradually through a long-term cumulative process and has a dynamic evolution.

To the campus, it is been fostered from elements, such as teachers and students, parents and community residents, and their interactions. Teachers who regulate school activities or curriculum implementation are in the award-winning team. It is the same as a like teacher, like a student, a chip off the old block is an oft-heard comment. From the general point of view, teachers affect not only students but also schools. On the overall atmosphere of the campus, the teaching team may have a significant impact, and along with this, it can bring about in-depth changes in school culture. By teaching excellence, award-winning team changes in the school culture may be simulated and are worthy of attention and research. Between the school culture and performance, a close relationship appears to have existed, which is being demonstrated by the teaching award-winning team.

8.5. EVOLUTION OF SCHOOL PRINCIPAL TRAINING

The experience of the young students is being required to improve by addressing the global learning crisis, and this is done to help them learn more and progress further in their education. Principals are considered as the heart of shaping that experience from the cleanliness of the building to the way that students and teachers interact with each other, to the motivation and effort teachers make inside their classrooms.

The most important school input to student learning is the teacher, but it is no surprise that, after teachers, principals are generally considered to be the most important. Today in many middles- and lower-income countries, the process of selection of the principal has only recently come to the forefront of education policy discussions and along with this how they are trained, supported, and incentivized.

In developing effective principal training programs, the World Bank is in partnership with the Government of the Dominican Republic and recently brought together governments and NGO representatives from 10 countries across Latin America and the United States for a knowledge exchange workshop in Santo Domingo. More than 150 participants are being gathered by the two-day workshops to exchange knowledge on the growing number of programs in the region, and debate on each country's successes and challenges in helping school principals more effectively manage their schools.

Figure 8.8. Evolution of school principal training.

On the current state of principal professional development across Latin America several key insights have emerged from the discussions:

Within the schools, the innovative training programs rethink the role of principals as the key agents of change and can significantly impact learning. The programs which are being presented vary in their length, content focus, method of delivery, and, of course, implementation context, but they all have in common a focus on empowering principals to lead their school communities in improving the school climate and working together towards better outcomes.

Within and outside the government, the innovation comes from, and there is a presentation of the several experiences which involve close partnerships between non-governmental organizations and government and it also includes the Varkey Foundation and provincial governments in Argentina, and Instituto Unibanco and state governments in Brazil.

These two programs have completed the impact evaluation, the first one is the Jovem de Futuro program in Brazil, and the second one Leverage Leadership approach in the United States, and these two programs have had a sizeable positive effect on student learning. Other evaluations, including in Mexico, are underway.

All focus of the effective programs is on the student success as it is their ultimate objective and the training content and a principal role can vary. So, this will be well explained by taking the examples from there of the programs presented. There is an approach by the Paul Bambrick-Santoyo's in which the leadership stresses instructional leadership and close pedagogical support for teachers.

After this, there is another approach in which the Brazilian experience of Jovem de Futuro focuses on supporting principals and system managers to

set school-level student achievement targets and to plan and execute actions towards achieving those targets.

And in the end, the talk is about the Mexican program, which is being developed as part of the national school management policy and with World Bank support, provides a range of supporting tools to principals but also emphasizes the importance of tools to observe teachers in the classroom and the need to track student learning progress.

To maximize the impact of training, aligning the broader education policy framework on principals is considered as the key. To become principals in the first place is a key prerequisite while designing and implementing effective in-service training is important and selecting high-quality individuals. With the principal selection, their different experiences which are being varied from country to country, and the workshop participants discussed their experiences.

These experiences of the principal selection ranging from continued reliance on political selection to 'default' mechanisms where the job goes to the most senior teacher, to country reforms towards the merit-based, competitive selection of principals.

The lack of clear roles and responsibilities has been cited by the participants at the same time, and along with this there some of the key challenges which are being faced by the principal across the countries such as excessive administrative demands, and the limited and sometimes counterproductive involvement of higher-level system managers.

By the training programs alone, these challenges cannot be addressed. So, for these types of challenges, they require broader reforms that take into consideration the different dimensions of principals' careers, even before they become principals themselves.

So, the next thing which comes to make sustainable progress in schools, the education leaders across LAC will need to take on the challenge of developing and implementing principal career frameworks that clearly define the role and the competencies required, recruit high-quality candidates, train them well, and support and incentivize them through their careers.

In the region's public sector, this is not so small a feat given the technical and political economy complexities around personnel reforms. But some countries are embracing this challenge as the workshop demonstrated. The Dominican Republic launched during the workshop its own new principal training program with the support provided by the World Bank, and it is

based on specific competencies and aligned with broader efforts to strengthen system managers at every level.

In the future, to help schools and education systems to develop high-quality personnel to manage them, the Bank stands ready to draw on these Latin American experiences and strengthen its efforts.

8.6. THE FUTURE OF SCHOOL LEADERSHIP

To mind the range of the different things the term leadership can be used, and it is depending on the type of leaders you have been exposed to in the past. So, there are many leadership styles that everyone has studied in their school time. While remembering all those leadership styles, some of these will be more effective than others, and there are also some of the leadership models which is being used by some of the people, and the same model can be avoided by some other people. Therefore, from the past, there is always something which is to be gained, but this is the twenty-first century leaders, and there must be forward-thinking for preparing students for the future.

Figure 8.9. Future of school leadership

Understanding the art of school leadership in the twenty-first century is the big responsibility whether a person is the current or aspiring principal or head of school, vice or deputy principal, team leader or department head, another member of school leadership teams, or an emerging leader.

8.6.1. Twenty-First Century Learners Are a New Breed

In the twenty-first century, education is the new frontier, so strategic school building leadership is important and along with this 21st-century learners are a new breed. Since 2015, there many students going through school from a whole new generation, which is the generation Alpha. These children have

grown up in a different world from the older generation, as these are those children who were born in 2010 and beyond.

Without smartphones, drones, tablet computing, apps, and 3D television they have never lived in a world. Like Generation Z, they are extremely comfortable with technology, having grown up using it: many of them were given smartphones or tablets to play with before they could even walk. With the help of technology means students have more information available to them than anyone could dream of. Anything the student wants to know they can teach themselves very easily, as the number of resources is available to them. Students are also being unaware of the borders that used to strictly contain the experiences of the world. At the touch of a button, small children can communicate with people all around the world. In numerous countries, students can have friends and also grow up expecting that international travel will be a common part of their life.

Being an educator today is difficult as all the educators are helping these capable, intelligent children who are being prepared for challenges, and it also means it requires a whole new kind of leadership school hasn't required in the past.

8.6.2. What Does It Mean To Be a Twenty-First Century Leader?

For the future twenty-first century school leaders enthusiastically face the challenging task of preparing young minds and they think strategically about the goals and systems that will support this task.

In the twenty-first century, several different traits, skills, mindsets, and habits define leaders.

8.6.3. Personal Traits of a Twenty-First Century Leader

For every leader, personal qualities like curiosity, persistence, resilience, flexibility, responsibility, and hard work are as important as ever. For the key to success, these school principal leadership qualities are always there whatever changes come. To be a good leader willing to work on personal growth and constant improvement is required, as nobody is born with all the qualities of an effective school leader, so a lot of hard work is required.

There are some of the other qualities which are considered important for the leaders like creativity, entrepreneurship, innovation, constant learning, and teamwork are all crucial for today's leaders.

8.6.4. Mindsets of a Twenty-First Century Leader

There is a requirement of a positive mindset to think out of the box, as it also keeps the leader positive and confident that encourages them to take risks. And changing life is not so easy. So, to begin an individual must analyze himself as a leader. As it has been seen that people forget to think about the school principal as a leader.

So, nurturing yourself as a leader is required and not getting bogged down in administration and the small details. After this, the process will be the start of developing a growth mindset instead of a fixed mindset and eye watch is there to see whether a leader is thinking in a way that promotes growth or not.

In addition, an individual must cultivate a global perspective to a positive growth mindset and should avoid the temptation to think small. A culture should be created by a good leader that helps the student to approach everything with a view to sustainability, wellbeing, and the big picture. With these big touchstones remaining a constant leading and managing change in schools is much less overwhelming.

8.6.5. Skills of a Twenty-First Century Leader

In 2018, the key skills for a leader include teamwork, high EQ, and focus. These things are being considered crucial for managing a leader and managing others also. Self-awareness and social awareness are involved by the EQ, and along with this it also involves an understanding of people, and good relationship management.

To your own needs, this allows you to understand the needs of the people around you. It fosters communication and collaboration, which is the path to unlocking collective genius. In the information age, the focus is a fundamental skill for everybody but especially for busy people in demanding roles.

8.6.6. Habits of a Twenty-First Century Leader

Effective leaders always think about the feedback and how things can be improved, so they work with those around them and also making the habit of seeking constructive feedback. To unlocking collective genius, the importance of collaboration is being recognized by the leaders, but they also know how to set the boundaries.

The preciousness of time is must be knowing by the school leader. So, school leader doesn't waste much time on meetings that could be emailed and the tasks better suited to somebody else's skill set, and things that don't contribute to either personal goals or the school's goals.

A framework is built by the leader so that they can perform their best. Some of the non-work habits support the work from getting enough sleep to carving out uninterrupted time with the family. Always look for those things which are not working in life and always try new ways for solving the problem. So, if the solutions work, then make it a habit so that they're not wasting any time and attention.

8.6.7. Developing Twenty-First Century Leadership in Your School Leadership Team

In schools, building leadership should never be limited to training principals and heads. It has been seen that an intelligent and committed team that is on the same page is invaluable. In the form of professional development days, one-off school leadership programs, and school leadership conferences, formal school leadership training is assumed to be the answer, and It can be overwhelming to know where to begin developing that.

While a school leadership conference or some thought-out school leadership courses can be incredibly useful, they can only be truly effective in the context of an ongoing commitment to change. Some of the strategies and tools should be established with the help of a school leadership program that a person can use over time to drive change.

8.7. PREPARING A NEW BREED OF SCHOOL PRINCIPALS

Nearly everything high-stakes accountability has changed in the world of school leadership. And there was a time when there was an expectation from the school principals that they will do little more than old school. It has been seen that if every classroom had a teacher, then superintendents and school boards were satisfied, and every class will move from one grade to the next at an orderly pace if every student have a set of textbooks.

The failure of the students was regrettable if the students dropped out of the school or drifted into low-level classes, but it is not surprising. Some students were intending to fail. A principal's job was secure when there is the discipline in the school and the orders are being followed.

It has been seen that state legislatures are responding to rising expectations in the workplace and the demands of a global economy by setting higher standards for schools across the United States. Legislatures are creating high-stakes assessment systems to enforce these standards and that hold schools accountable for student achievement. The success of the school depends on the principal, and there should be transparency, so that principal could share around with other educators, with parents, and with students themselves. As the production manager, the principal use to serve. Controlling the quality is not the job of the principal, but now it has gotten to be personal.

Increasingly, the burden of the school's success is being placed by the state accountability systems and on the principal's shoulder squarely on the individual student achievement. To perform in the role of chief learning officer, the principal's job description has expanded to a point that today's school leader is expected and for the success or the failure with the ultimate responsibility.

Figure 8.10. Preparing a new breed of school principals.

To focus on time, attention, and effort, today's principal must be prepared and on change what students are taught, how they are taught, and what they are learning. A new breed of school is being demanded by this formidable challenge, with skills and knowledge far greater than those expected of "school managers" in the past. This will lead to the first essential question.

8.7.1. Defining the Challenge

High standards cannot guarantee student success, as high standards are important. In the state assessment data, the proof can be found. the standards movement is straining with unfulfilled expectations across the United States. To meet benchmarks for promotion or graduation, too many students are failing. By adjusting their standards downward some states and large

school districts find themselves. Against the new standards, many students are not succeeding because for the first time in history, there is a demand that middle schools and high schools do for all students which are being expected for one-fourth of the students in the past.

Today schools are not less effective. By any fair measure, their performance matches or exceeds the schools of 20 or 30 years ago. But today, the challenge is greater, and to meet the expectation that all students can master the demanding subject matter and apply what they have learned to solve real-world problems, far too many schools have not changed enough.

In reality, the school must change fundamentally. The main challenge is to redesign the middle schools and high schools so that virtually every student gains the skills and knowledge that have been traditionally taught to only the most talented and best situated.

Without being placed first into the remedial courses, if schools succeed in this redesign, many higher schools' graduates will be able to pursue post-secondary studies and high school graduates will be able to pursue post-secondary studies without being placed first into remedial courses and many more young adults will be prepared to enter and advance in knowledge-based jobs. The programs must be redesign that prepares school leaders, before redesigning the schools.

8.7.2. Leadership for Change

In the next few years, there is an opportunity to identify and prepare a diverse group of school leaders who can change curriculum and instruction and build higher-performing schools. To be a school leader, a looming shortage of school administrators presents us with both a crisis and an opportunity to redefine what it means. There was a report by the Wallace-Reader's Digest Funds in 1999 in which the estimation has made that in nest six years 32,000 principals (40% of the country's school-building leadership) will be eligible to retire.

By the high stakes accountability programs, the hot seat environment is being brought, and the school systems are having increasing difficulty recruiting new leaders to take the places of retiring administrators. The principal job has become impossible to perform, as for this, the explanation has been given in the media sound bites.

With the scaled-up expectations, the real problem is that the recruitment, preparation, and professional development programs for school leaders are out of sync. In education personnel shortages never last long. To fill every

principal vacancy, an individual can be sure that school boards will find someone. The real emergency which is to be faced by the prospect, there is a recruitment and train school leaders who have deep knowledge about how to improve the core functions of a school.

8.7.3. What Do Future School Leaders Need To Know and Be Able To Do?

School leaders who are prepared to lead schools designed for higher student achievement need to:

- Have a comprehensive understanding of school and classroom practices that contribute to student achievement;
- Know how to work with teachers and others to fashion and implement continuous student improvement; and
- Know how to provide the necessary support for staff to carry out sound school, curriculum, and instructional practices.

To improve student achievement successful leaders, have a very targeted mission. In the lives of the student, the vision of the school as a place makes a difference, and the value is given to every student in their present and future world.

To get students ready to succeed in challenging high school studies middle school leaders believe that this is their primary mission and high school leaders see it as their primary mission preparing students to make a successful transition to post-secondary studies and work.

School leaders need a deep and comprehensive understanding of changes in curriculum, instruction, school practices, and organization that will produce gains in student achievement. Into a larger improvement initiative, successful school leaders reject one-shot projects that do not fit seamlessly.

About the research-based school leaders should have sufficient knowledge and to develop or adapt involvement of the faculty classroom practices are being required and a set of guiding principles and goals that keep them focused on student learning.

In the low performing schools, all school principals need to know how school leaders have improved the achievement in getting the faculty, students, and parents to buy into the belief that being smart is based on effort and hard work and is not limited to students at the top of the ability chart.

8.8. THE SCHOOLS THAT ARE CREATING A NEW WAVE OF EDUCATING FUTURE LEADERS

It has been seen that 2020 has been a tumultuous ride, as in three months, the world has already had to deal with Brexit moving forward, the stand-off between Iran and America, and the pandemic of Covid 19. In a VUCA environment, there is a talk about leaders, and this is not a drill. to take bold decisions that may or may not be popular requires handling volatile and rapidly changing settings.

Sitting on the fence is not an option. Under the normal circumstances, the impact of inertia, dithering is being demonstrated by the case studies, and the timid decisions are leading to the gradual but inevitable decline of businesses.

It has been seen that the change can be gradual, and sometimes it is unimaginable, as same with the case of Kodak or weakened business structure catalyzed by extreme forces, as illustrated by the recent collapse of FlyBe.

While teaching an MBA student the discussion usually coalesces on the question that what is a leader. More discussion is on how an individual should lead. In other words, it has been defined as the how do you show up as by this there is a view of pivots leadership to a state of being.

Figure 8.11. The schools that are creating a new wave of educating future leaders.

Leading is very complicated and also one of the most frequently misunderstood. To build an understanding of leadership, the thousands of models demonstrate the plethora of approaches to fit a leadership style that will suit everyone in almost every situation there is a requirement of tools and technique. A starting point should be considered amid this activity.

In their education, the answer is often and the impact of formal experiences of schooling that have created an imprint on how an individual will develop a growth mindset. Underpins leadership behavior is being influenced that enables the others to grow and evolve or an alternative approach that creates a top-down command and control approach.

To share innovative approaches to education in line with the UN Sustainable Development Goal on Education to create Global Citizens networks of educators are finding new ways across the world. to harness creative approaches to educate and shape future leaders, the education market opens up, and there has never been a better time.

Through a list of future careers, preparing children for the future is complicated as the default is to try and work. In essence, this is the wrong approach, some apparent answers emerge in line with emerging technologies. The more useful question is to ask to develop to navigate the uncertain future what skills do children need.

To flex between roles capabilities, provide the basis for individuals to flex between roles and improve the agility to predict trends and flex to shape their careers. Mental agility, attribute to strong leadership is a taught skill, but it needs practice and is often easier to achieve where education has encouraged a growth mindset.

In their curriculum, most schools contain the elements of this approach to achieve a shift in thinking. And after this, schools need to create a holistic approach to education. One outstanding example is the New Nordic School, the brainchild of three founders from diverse backgrounds who recognized the opportunity to push the boundaries of learning even further.

To Forbes.com speaking exclusively, Pia Jormalainen, cofounder and CEO of New Nordic School, explained how their approach is different from mainstream education providers. Historically, to create efficient factory workers is the sole purpose of education, and to prepare for an unknown future, there is a need to face a situation where the current school systems do not serve the children well.

Through the experiences of Pia Jormalainen, Janne Jormalainen, and Suzanne Perkowski, the founding team combines global business leadership, entrepreneurship, and education. The diversity of this team has created an approach to education and business that can be adapted and offered across different countries.

The school has a presence in Dubai, UAE, and India along with Finland, and it is working on a significant roll-out plan to set up 20 pre-schools and two elementary schools in India and the Middle East. To work in countries Jormalainen is clear the power of the business where there is an opportunity to shake up traditional approaches to education and where the system is radical where it will attract early innovators and adopters who are interested in transformative education.

They are being pragmatic about their approach, and not everyone will value this approach but as with an innovation lifecycle, find the early adopters, the specialists who recognize the value in this new approach, and align themselves with your offering.

Inevitably, in new countries, one of the significant challenges with growth is the consistency of the teaching experience. The approach is not to reinforce a colonized approach to teaching, but rather to provide teachers with the skills and autonomy to teach core competencies in a multi-disciplinary way that makes sense to the lived experience of their students.

To customize their teaching approaches to the profile of students they have in front of them, this approach provides the opportunity for teachers. By the utilization of the technology, a critical link in the relationship between teachers and students is there and also by providing platforms for sharing knowledge, best practice, and enabling students to take more responsibility for their learning.

To become the activators of learning is the main aim for teachers and the role of a teacher is also clear. Through the route learning a clear shift from the view of teachers providing answers and schooling. With an online school, the innovation in the business will lead to a hybrid model of learning. Through the innovation centers, the ideation and creativity emerging catalyze, which creates more opportunities for interactions and collaboration.

Between the students and teachers' parents complete the learning triangle. There is a requirement for strong parental engagement, but it also means recognizing parents that need to educate in the new approach to teaching. Parents are likely to revert to their experiences of learning without this information.

To educate parents using two methods is the approach of New Nordic School's that is why this pedagogy is essential and how parents can become partners in their child's education. There will be the likelihood of strong

pushback and resistance from parents who project their expectations onto the process if the three is not a radically different approach to education requires parents to be part of the journey.

With the UN Sustainable Development Goals, the approach is aligned with the team and where the emphasis on learning is not just for the student but their family. With an increasing recognition of the heroic leader relegated to the past, the new and current models of effective leadership focus on leading and working with teams, and this will shift in thinking signals a similar approach to the leadership world.

In leadership, adopting a new approach takes time, as it involves not only a shift in attitudes but also behavior, and our work with leadership change often speaks to the disconnect between intentions and actions. At an earlier age molding, the next generation of leaders means that we are building individuals who will have the soft skills to pre-empt challenges. The most and the obvious way to lead and solve the problems of an uncertain future these individuals will see collaborative approaches to leadership.

8.9. CONCLUSION

In the current times like these of pandemics, it has become of utmost importance for teachers and future leaders to understand the present dynamics. To fulfill the requirements for the education system and to understand students, it has become significant to bring new policies and training programs for teachers as well as leaders and to develop further. Moreover, with approaches supporting individual programs and adaptation of new policies, the education system could progress further, improving the learning process for their students as well as for teachers.

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School Leadership for Improved Student Learning

The process of recruiting and guiding the talents and energies of teachers, scholars as well as parents towards achieving the common goals of education is known as educational leadership. The term 'educational leadership' is sometimes used synonymously with school leadership in the United States and has replaced educational management in the United Kingdom. The first chapter stresses the basic overview of the school leadership so that the readers are clear about the philosophies and concepts behind that form the utmost basics in the field. This chapter will also emphasize the models of leadership that promote successful schools, key factors for effective school leadership, and the various leadership values. The second chapter takes the readers through the concepts of classroom management and organization. This chapter will provide highlights on the significance of classroom software and various key factors that drives the classroom management software. Then, the third chapter explains the various kinds of skills that are required for a teacher to be effective in teaching. It also explains the role of the teacher in a classroom. This chapter also sheds light on the importance of the behavior of a teacher and strategies in managing a classroom environment. The fourth chapter introduces the readers to the developing skills for effective school leadership. This chapter also explains the important skills of successful school leaders, different ways to improve leadership skills at school, the concept of effective school leadership, and important factors of effective school leadership. The fifth chapter elucidates school leadership as an attractive profession. This chapter contains the supply or abundance of the school leaders, recruiting an effective workforce of school leaders, key responsibilities of a school principal, and effective strategies for supporting teacher careers. The sixth chapter takes the readers through the various challenges and opportunities in school leadership. The readers are then told about the major challenges that have been faced by the school leaders, along with some opportunities. The seventh chapter enlightens the various policies and initiatives taken to enhance school leadership. This chapter also emphasizes various distributed school leadership, top skills of good school leaders, policy priorities and trends in improving the schools and classrooms, and school leadership policy toolkit. The last chapter explicates the evolution and future of school leadership as well as the requirement of professional development in schools, the evolution of school principal training, the future of the school leadership, and preparing a new breed of school principals.

This book has been designed to suit the knowledge and pursuit of the researcher and scholars and to empower them with various aspects of school leadership along with various policies and strategies to improve school leadership on various levels so that they are updated with the information. It is hoped that the readers find the book explanatory and insightful to scholars across various fields.

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