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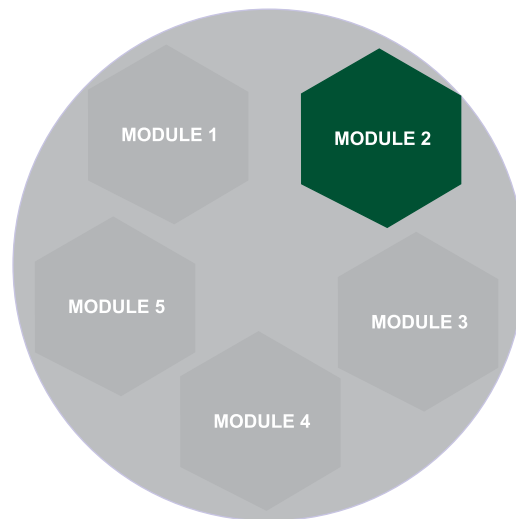
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ANTRIEP

MODULE 2

MANAGING PEOPLE AT WORK



NUEPA



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for Educational Planning

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Foreword

A comparative research study on successful schools conducted under the ANTRIEP in seven countries (India, Pakistan, Bangladesh, Nepal, Sri-Lanka, Malaysia, and the Philippines) showed that heads of schools play a critical role and possess common characteristics though they adopted different strategies in managing schools. Despite significant differences in the context and conditions characterising different schools, managerial skills of school heads emerged as a significant factor contributing to effective functioning of schools. Specifically, possessing a set of core skills of planning and management by the school heads was found to form essential pre-condition for making the schools successful.

As a sequel to this collaborative research on successful schools, a set of five modules on “ Making School Successful “ have been prepared by a group of experts from ANTRIEP member institutions from India, Pakistan, Nepal, Sri Lanka, Bangladesh, the Philippines, Malaysia and International Institute for Educational Planning (IIEP), Paris through workshops organised in Nepal and Sri Lanka. The five modules cover: (i) Successful Schools; (ii) Managing People at Work; (iii) Managing Student Affairs; (iv) Managing External Relations; and (v) School Development Planning.

Even though each module is an independent unit of learning with appropriate school case study analysis, they are also interrelated. The modules along with the synthesis report underscore the intricacies of school management process. An independent volume is being presented consisting of thirty successful school case studies which form the basis for the Synthesis Report as well as the Modules.

Representatives from ANTRIEP member institutions took keen interest and participated in the collaborative research study on successful schools and preparation of these modules. Dr. Anton de Grauwe from IIEP, Paris and Professor K. Sujatha from NUEPA developed the framework for the modules. Mr. Gabriel Carron provided advice and suggestions. Mr. John Retallick, Former Consultant, Institute of Education Development, Aga Khan University carried out the final editing of the modules.

National University of Educational Planning and Administration, New Delhi, India which is the Focal Point of ANTRIEP has printed the modules, synthesis report and School Cases studies.

We hope these modules will be found useful in training heads of schools by the ANTRIEP member institutions.

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MODULE – 2

MANAGING PEOPLE AT WORK

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MODULE 2

MANAGING PEOPLE AT WORK

Introduction

Welcome to Module 2 which has a focus on the management of teachers and support staff in successful schools. An important element of school success is the effective management of people to work harmoniously together with an orientation towards the vision or mission of the school. Such management includes participation in decision-making, forming into effective teams with sustained motivation and developing a congenial atmosphere in the school.

Our case study research confirmed extensive research findings over many years that shared and collaborative work cultures foster and enhance school improvement, whilst individualistic and isolationist cultures hinder it. We also found in the case studies that achieving institutional goals and objectives along with making schools successful is not something that the principal can do alone. The principal needs the active involvement of all teachers and support staff to accomplish that and it is therefore an important role of the principal to manage those people in ways that will encourage them to willingly become involved in trying hard to make the school successful.

The aim of this module is to explore some of the managerial practices that facilitate and motivate the staff such as internal supervision, delegation and participatory decision-making; all of which contribute to building positive interpersonal relationships in the workplace of the school. Examples from the case studies will show how these practices have contributed to school success.

The module has five units:

- Unit 1: Effective management of people
- Unit 2: Methods and approaches of internal supervision
- Unit 3: Delegation and participatory management
- Unit 4: Team building and teacher relations
- Unit 5: Leadership qualities and capacity-building

Learning Outcomes

At the end of this module, you will have strengthened your ability to:

- Recognise the significance of effective management of people for achieving the goals and objectives of the school
- Conduct appropriate and effective internal supervision and monitoring in your school
- Delegate and empower the staff whilst ensuring appropriate accountability and time management
- Create and lead teams for cohesive functioning of the school
- Demonstrate the qualities of effective leadership to build staff capacity.

Unit 1: Effective management of people

In this unit you will learn about the significance of effective management of people for achieving the goals and objectives of the school. Let us begin with the question: What do we mean by the term ‘management’? If you look carefully at the following case study extract you will see how the process of management coordinates the school curriculum.

Case study example

Sri Lanka

At the beginning of the year, the teachers plan the curriculum work together. They conduct “subject policy meetings”. It means they consider subject content and think how they could deliver the content to the students through the teaching learning process. Assistant principals/sectional heads who are in charge have meetings with subject coordinators, grade coordinators and subject teachers. Then they decide subject matters, teaching methods and assessment procedures relevant to particular lesson units. Then they analyze the content, instructional material and environment facilities available for teaching.

There is no one generally accepted definition of the term ‘management’ because of its diverse origins. Actually there are many definitions and the term is used in all types of organisations. In our profession we are of course concerned with ‘education management’ which may be seen as a sub-set of the broader concept of management. It is the management of schools that we are particularly concerned with.

Let us look at a number of definitions of management and see if we can find the similarities and differences among them so as to clarify our understanding of the term.

“Management is a continuous process through which members of an organization seek to co-ordinate their activities and utilize their resources in order to fulfil the various tasks of the organization as efficiently as possible” (Hoyle, 1981, p. 8).

Management “is an activity involving responsibility for getting things done through other people” (Cuthbert, 1984, p.37)

“A manager in education is taken to be any member of staff who has responsibility for the work of other members of staff in order to ensure effective learning and teaching in the school” (Gold and Evans, 1998, p.24).

REFLECTION

Read the three definitions a number of times and relate them to the case study example above. Which definition seems to best capture the main thread of the example? Which definition do you find most similar to your own understanding of management?

Another view of management is put forward by Everard and Morris (1996, p.4) who see it broadly as a five step process:

1. Setting direction, aims and objectives;
2. Planning how progress will be made or a goal achieved;

3. Organising available resources (people, time, materials) so that the goal can be economically achieved in the planned way;
4. Controlling the process (i.e. measuring achievement against the plan and taking corrective action where appropriate); and
5. Setting and improving organisational standards.

If you consider this five step process carefully, you will notice that it broadly covers the work of a head teacher who has overall responsibility for a school. In most schools, only the head teacher has time allocated for management while deputies, heads of departments, subject heads etc. are also involved in management though they are usually full-time teachers. The important point to make here is that all of the work of a school has to be accomplished through people so it is the management of people that enables schools to achieve their goals and objectives. The key role of the head is to coordinate and focus the work of other people as you can see in this extract along which also offers insights into the personal characteristics and management style of successful heads:

Case study example

Philippines

From the two case studies of effective public elementary schools, it can be said that making a school successful is not just the effort of one person, but a concerted effort of all stakeholders. What is needed, however, is one person to bring all these players to contribute and do their best in order to achieve a common goal, and that is to improve the environment for learning which would bring about improved quality of learning. This one person is the school head. The school head, who is the administrator, manager and instructional leader at the same time, must possess certain characteristics which, based on the two case studies just concluded, contribute greatly to the successful management of schools. These characteristics are on top of being educationally prepared and being experienced teachers and heads of schools.

Personal characteristics:

Both school heads –

- Have the passion and commitment to serve and both made the pursuit of quality education their flagship program in the school
- Adhere to ‘honesty as the best policy’ and have high moral integrity
- Are recognized for their leadership and their being good team players
- Inspire the teachers to do their best
- Have good relationships with the teachers, school authorities, parents, local officials, community members and other stakeholders
- Are humble.

Management style:

Both school heads –

- Practice participatory management by delegating responsibilities
- Are able to tap the internal human resources of the school such as master teachers and senior teachers in school management (administratively and academically)
- Devote a greater portion of their time in supervising instruction
- Established mechanisms for monitoring student performance

- Believe in transparency in management, particularly with regards to finances of the school as the trademark of their management style
- Are strict but compassionate
- Keep records of all financial matters and have these records open to all for scrutiny”.

The case studies revealed many different management processes in the schools. They included:

- Financial management e.g. budgeting, fund-raising
- Management of physical resources e.g. maintenance of buildings and grounds, inventories of equipment
- Teacher management e.g. recruitment, attendance, appraisal, professional development
- Managing parent and community involvement in the school e.g. running meetings and mobilizing community support for the school
- Time management e.g. timetable, punctuality
- Management of teaching and learning e.g. curriculum, examinations, homework
- Management of students e.g. monitoring attendance, handling discipline problems
- Managing school development planning and evaluation.

As you can see from the list, there are many different processes of school management and that list is by no means exhaustive. In most cases responsibility for specific areas is delegated or at least shared with others so the head teacher does not do all of the work involved in every area. However, it is usual for the head to be accountable for ensuring that the work is carried out. The other interesting point about the list is that all of the items on it are tasks that have to be carried out by people and that reinforces the point about the importance of effective management of people for achieving school success.

Case study example

India

On being asked about the various roles of an ideal head teacher, the Principal listed the following management tasks:

1. To be a good administrator
2. To maintain discipline
3. To check attendance regularly
4. To extend cooperation to teaching
5. To properly monitor classroom teaching
6. To give due importance to students
7. To be a trendsetter (role model) by being punctual and disciplined herself
8. To be sensitive to teachers and students problems
9. To be tactful with management staff and parents.

REFLECTION

Consider the above lists of management processes and tasks. See if you can add any that are important in your school but are not on the lists.

Unit 2: Methods and approaches of internal supervision

The Synthesis Report informs us that “one of the major objectives of all the successful schools is to improve the quality of teaching-learning ... Towards this, all the successful schools have adopted a common strategy of continuous internal teacher supervision”. It is very clear from the case studies that supervision within the school is a key strategy of school success. It is also clear that the principal has responsibility for the management of supervision in the sense of making sure that it happens though he or she often delegates the task to others in the school, such as a deputy or head of department.

It will be helpful to clarify the meaning and scope of internal supervision. As a management strategy, supervision has been around for a long time and it has some negative connotations because of its traditional association with bureaucratic control and close watching or ‘snoopervision’ of work being carried out. This is at odds with the increasing professionalism of teachers and their desire for professional autonomy. However, nowadays a more positive view of supervision has arisen due to re-thinking of its meaning and scope. It is now viewed as a two-pronged strategy for *monitoring* and *support* of teachers with the aim of improving the teaching-learning process and efficient utilisation of resources, including time.

What the two-pronged approach means is this: *monitoring* is concerned with gathering information about the quality of teaching-learning in classrooms and *support* is providing teachers with assistance to improve the quality of teaching-learning.

The case studies show us that there are different practices of internal supervision in successful schools. They include:

- Classroom observation of lessons followed by feedback to the teachers
- Reviewing teaching notes/lessons plans and making suggestions for improvement
- Peer group review i.e. a group of teachers review and discuss each other’s work
- Using feedback from students such as test results to monitor and support teachers
- Observation around the school usually by regular rounds and follow-up to make improvements where necessary.

In each of those practices you can see both aspects of supervision: monitoring and support.

Case study example

India

The classroom doors were open and teachers worked in teams. Teachers discussed the curriculum with their peers before the session began. Joint planning and peer reviewing were found in this school. An important aspect of peer review was seen at the time of transaction of the curriculum, assessment of pupils and the teaching-learning processes. Classroom visits by members of management body & parents, lesson observation by colleagues, self-evaluation and peer-reviewing practices were encouraged by the school management. Mostly staff meetings were held daily for ten to fifteen minutes after school hours. Formal meeting with head-teacher and staff members was held fortnightly. The purpose of such meetings was to discuss academic activities as well as co-academic activities, for example progress of syllabus covered in classes, pupils’ performance, availability of teaching-learning material, parents’ satisfaction and organization of quiz competition, debate, dance, sports activities etc.

Pakistan

The Principal mentioned two methods of supervision; visiting classrooms to observe teachers at work and review of assessment results for each class. He has confidence that teachers are working well in the classroom and not wasting time. For support he is always available to discuss any problems teachers might be having. Academic results are linked with the teachers' performance as an indicator of the quality of their teaching and this is directly related to annual appraisal of teachers.

Pakistan

The Principal is keen that the teaching-learning process is properly guided and monitored. She feels that it is her responsibility to see that quality teaching and learning is taking place at Royal School, "I check the classes where they teach, are the teachers in their classes or not and are they on time or not and how many are absent and what the section head is doing for the arrangement of the classes if the teacher is absent. On this round which is almost every day I will check the gardening and the cleanliness and the condition of the rooms, everything.

India

In order to ensure that teachers performed their work effectively the head teacher maintained friendly relationships with his colleagues. The supervision was taken as support. He motivated them and worked to generate a confidence in them that they were doing well but they could do still better.

India

To teachers, she said that she would play an elder sister. She would monitor their teaching with a view to support and help them grow, not to gather evidence for possible action. In subjects and areas where she could not guide she would encourage peer learning. She would motivate them and stand by them in difficulty.

To ensure school effectiveness the head teacher would control attendance, punctuality, work planning and lesson preparation in descending order of priority. She said "to control any of these variables she would act as a role model. Do exactly what she expects of her teachers".

Regarding controlling and regulating attendance, punctuality, work planning and lesson preparation she said "I work as a critical friend to the school". Talking, listening and motivating were the treatments she used with teachers.

Bangladesh

The teacher supervision function is performed by the head teacher and the two assistant head teachers. The issues of teacher attendance, punctuality, classroom performance, teaching style and methods followed by the teachers, holding class tests and assigning homework, performance in other activities assigned to teachers come under the purview of the supervision. The mechanism or the instruments used are: attendance register, classroom inspection, observation, visiting the classrooms at the break and beginning of every teaching period, monthly meeting of teachers for discussing the programs and problems.

The teachers have to put their signature on arrival at and departure from the school noting the time. After a specified time of starting the school, the register is taken to the head teacher. He can easily identify the late comers and also the absentee ones. The assistant head monitors the system.

The classroom supervision and observation are done by both the assistant head teachers. The head teacher is equally vigilant. Very frequently the head and the assistant heads sit in a classroom for observing the teaching learning process, the assessment of learners by the teacher.

The Vice Chairman of the SMC and one or two other members of the committee, along with the assistant head teachers also visit and supervise the classrooms. They have the permission from the head teacher for doing so.

Bangladesh

To see the effectiveness of classroom performance, the head teacher is seen to move in the school lawn and check whether the teachers are using teacher's guide, lesson plans and other teaching aids. On default, the teachers are asked to see him in the office where teachers are given instruction and suggestion how to make the classroom management effective. In some cases, the head teacher gives support to the class teacher by supplying teaching-learning materials. He is very much appreciating and always praises the teachers and recognises the good performance of the teachers. Besides, some financial incentive packages are given to teachers.

India

The interesting aspect of this example is the supervisor's focus on the learning as well as the teaching:

The principal claimed that he observes one or two classes daily with a view to bring out improvement in the teaching methodology of the teachers and also to ensure that students understand what is being taught in the class. The lesson plan prepared by the teachers, its objectives, appropriateness, and format are also looked at by him. In fact we did observe that teachers submit their lesson plans regularly to the principal, who goes through it in a routine way and puts his signature. While observing the classrooms, the principal also pays attention to the involvement of students in the teaching-learning process. More particularly, he tries to find out whether slow learners are asking questions. In case the same is not observed, after the class is over, the principal asks the students what was taught in the class, whether they followed it, and if they report that they had difficulty in understanding, the principal encourages them to get their doubts cleared from the concerned teacher.

India

In this extract you can see how the monitoring function of supervision sometimes results in action being taken to enforce improvement in teacher performance:

On the second day of his taking over as a Principal, a teacher came late for 10 minutes. I called the teacher and said that you have come late and this may not be repeated later. Next day another teacher did not teach in the last period and let the students go. I advised him not to do so. The third day, the first teacher did not go to the class in the last period. Despite my advice he repeated it the next day. I warned him that if you will repeat this in future, administrative action would be taken against you. After few days he again did not attend the last period. I advised him to apply for one-day casual leave. He ignored my advice. I instructed my office to cut his salary for one day that also resulted into service break. Thereafter things started to change.

Sri Lanka

This example shows how teachers can be involved in the supervision of other teachers:

There is a well-organized supervision process in the school. At the beginning of the year, the principal and the internal management team set a supervision timetable and they have prepared a format also. At least once a week a teacher has to be supervised by the supervision team. The supervision team includes one of the Deputy Principals (management member) and two/three teachers who are free in teaching timetable in the relevant supervision period. This is very effective because each teacher becomes a supervisor as well as supervisee. This gives a two-way experience to the teacher. The main objective of the supervision is to evaluate the quality of teaching including lesson plans, suitability and adaptability of the schemes of work, classroom management, and pupils learning activities, evaluation and feedback.

After supervision, they have oral feedback and report other remarks. Reports are to be sent to the principal after the supervision. Then the principal goes through these reports and takes some follow up actions and remedial actions to minimize weaknesses. For example, the supervision team has identified a teacher who is weak in classroom management and planning. The principal provides one assistant to get support for that teacher. In general, teachers support the supervision system and they like to be supervised at any time.

There is also a self-supervision process in the school. Each teacher is given a self-evaluation form. After one month, those forms come to the office. This form includes seven areas.

- Attitudes on profession
- Teaching
- Class circles and the progress
- Co-curricular participation
- Participation in school management
- Involvement with other staff members
- Job satisfaction.

Teachers say this is very useful to them to improve their professionalism. The principal has exercised great care and patience in implementing the teacher appraisal scheme, which is introduced by the government. He does it with mutual trust. Although voluntary, all the staff takes part to evaluate their performance. According to teachers, the scheme appeared to work well and helps to overcome available barriers and the staff has found the scheme has contributed significantly to their professional development.

ACTIVITY 2-1

In the above examples, identify those where monitoring gives specific attention to learning and those where monitoring has resulted in action to address the weaknesses or strengths noted.

Initiate a review of supervision practices in your school. Appoint a small team to work on this with you and set a timeframe of say one month to gather information on what is currently going on and decide what improvements could be made or new practices introduced.

Unit 3: Delegation and participatory management

In this unit we will explore the notions of delegation and participation and we will provide some examples from the case studies to show how they are implemented in successful schools. To begin with let us look at what delegation actually means. If we look at a dictionary definition we find the word ‘delegate’ means a person who is given authority to transact business as a representative of someone else. Therefore, delegation in a school refers to the principal giving authority to another person or group for a specific aspect or task of the school and that person or group is then representing the principal to ensure that work is carried out effectively in that aspect of the school. A task may be delegated to one person e.g. the management of school discipline may be delegated to the deputy head, or it may be delegated to a group such as a timetable committee. It does not mean that the principal abrogates his or her responsibility for areas of the school that are delegated to others; the principal still has overall responsibility for the school but has one or more representatives looking after various areas or tasks of the school.

Another perspective on delegation is that it is a way of encouraging the participation of a range of people in the management and decision-making of a school rather than everything being in the hands of the principal. We found in the case studies that “participation is the hallmark of successful schools ... all the schools have a strong component of collective decision-making” (Synthesis Report). Also, “in all the successful schools there has been some form of delegation or other – it can be academic, financial or even administrative, it can also be on the basis of an individual or a group or a particular body”.

Case study examples

Malaysia

Goals were clear and agreed upon resulting in a shared understanding and responsibility so that the school worked together and moved forward as a whole unit. Firstly, the head teacher had a very clear and single-minded focus on what he wanted to achieve for his school. In addition, before embarking on any new project, the head teacher had frequent (weekly) meetings with all the assistant heads to get their perspectives and support. Next, with the support of his assistant heads, he had meetings with his teachers to communicate his ideas as well as to garner their support and involvement. The staff feels that they are involved and share in the identity of the school. They are proud to be associated with the school.

Philippines

The school head has been described as somebody with great respect to her teachers, both as human beings and as professionals. Thus, her style of leadership, management and governance has been characterized as participative and consultative. This is not because she is afraid to make decisions; far from it. Rather, it is due to her belief that more minds are better than one, that by being participative and consultative it is easier to make good and functional decisions, especially the ones that require utmost cooperation from the teachers in order to successfully carry out such decisions. She would like her teachers to own the decisions because ownership by them results in greater unity, not division and factionalism, closer cooperation and teamwork. She considers these as highly significant variables in the success equation.

Teachers appreciate much this approach to decision-making. “It is empowering to us,” said one teacher. “We love her for not being authoritarian because authoritarianism in school management does not work; it stifles the creativity and imagination of individuals,” argued another. “The participative and consultative approach to decision making works best in situations of certainty such as in school settings. It would be different altogether if we are faced with crisis situations, of which there are not many in a school setting. Certainly, a more decisive approach without the benefit of individual involvement and group consultation will work best under trying situations,” said a grade head teacher.

Some of the academic areas or tasks that were delegated in the various schools are:

- Preparation of school plans
- Preparation of timetable
- Evaluation of papers
- Management of library
- Conduct of examinations
- Preparation of additional curriculum
- Management of curricular activities

- Preparation of teaching aids
- Organising remedial coaching
- Maintenance of resources
- Managing discipline
- Protocol duty.

“The decentralisation or delegation of tasks takes place vertically from head of school down to teachers individually distributing the responsibilities among the structures and members of different groups. The case studies show that the teacher leaders (section heads/heads of departments/grade heads) can help other teachers to embrace the goals, and can understand the improvements that are needed to strengthen teaching and learning. The clear implication is that distributed leadership has been helping the schools to move ahead with constant improvement and it also helped to develop capacities within the institute. In all the schools, the delegation of tasks and responsibilities helped to create ownership of ideas and innovations and get them institutionalised. More importantly, in all the successful schools, the teachers are aligned with school objectives and become part of school culture. Many of the head teachers among the sample schools demonstrated their strong conviction to nurture teacher leadership and to empower them through delegation” (Synthesis Report).

Case study examples

In the following examples you can see how various functions are delegated within the schools:

Philippines

The Grade Head Teachers are the administrative arm of the school principal. They perform functions such as: dissemination of information involving their grade levels coming from the school head, the district supervisor and officials of the schools division; ensuring the safety and security of students under their jurisdiction; monitoring the whereabouts of teachers, making sure they are performing their teaching functions during class hours, assisting the school head in sourcing funds for programs and projects of the school and in implementing them; and performing other functions that may be delegated to them by the school head.

The Subject Coordinators, on the other hand, are the academic arm of the school principal. To them are delegated the functions of (a) ensuring that teachers teaching under their jurisdiction are updated on new techniques, strategies and approaches in teaching the subjects; (b) checking lesson plans, academic reports, student attendance, forms prior to submission to the office of the school principal; (c) serving as facilitators for the school-based in-service training of teachers of particular subjects; (d) acting as demonstration teachers for the subjects they coordinate; (e) coordinating and supervising the preparation of grading period examinations/tests, conduct of simple action researches, and (f) performing other functions that may be delegated to them by the school principal.

Pakistan

A unique feature of this school is that all the teachers are involved in management as members of various committees. These committees are all working committees integrated with each other. For instance the Admission Committee of both the junior school and college look after the affairs of admission. The Transport Committee is being run effectively through staff members. The Examination Committee organizes the setting of question papers and examinations. The Furniture Committee, after due inspection, decides on the future demands of the various classes. The Vision and Development committee is the highest decision-making body and it decides on important issues as well as monitoring the school’s progress.

ACTIVITY 2-2

Review the tasks that are delegated in your school. Are all teachers participating in at least one school task in addition to their classroom teaching? Have a discussion with your senior staff about areas that could be delegated to them and see how they react to the idea.

Issues in Delegation

We know that delegation is important because it enables others in the school, besides the principal, to participate in the management and decision-making of the school. Such participation creates a sense of ownership and acceptance of responsibility throughout the school which makes for a much more healthy organization. In addition to ownership and responsibility there are also some other issues and consequences of delegation that are important to keep in mind. These are:

- Empowerment
- Accountability
- Time management.

Let us consider each of those points.

Empowerment

Delegation is a form of empowerment. That is to say, by delegating a task to another person or group you are actually handing over some of your 'power'. Empowerment means giving power to someone else to make decisions or take action rather than you holding all the power to yourself. To empower another person implies taking a risk that the person will act appropriately with that power and that means that you need to have some trust in that person or in the group. Trust is important; if you can't trust anyone else with the responsibility of making decisions you will not be comfortable with delegation. We all know some of those people who can't trust anyone else and therefore they have to make all decisions themselves. Sometimes it is said that "they run a tight ship" or they are applauded for being "tough administrators" but the downside is that power is concentrated in their hands to the extent that the staff will be alienated, uncommitted and lack a sense of ownership of the school. That is not what makes a successful school.

Case study example

Sri Lanka

The principal has a clear idea on education development. He intends to do away with traditional role of head teacher. "I want to empower teachers by influencing them to do innovative activities and make them work in a democratic atmosphere. Therefore I do not like to intervene in their work. They need freedom to work creatively. I am there to be disturbed all the time, I am available; there is an open door policy in my school. There is no day reserved to meet me." He has high expectations of staff and students. Principal emphasizes to keep discipline in the school and positive attitudes are his priorities.

Accountability

Accountability goes hand in hand with delegation. What this means is that if you delegate a task to another person you need to ensure that the task is carried out effectively. Delegation does not mean that you hand over power for a particular task and then forget about that task forever more. That would be very poor management. We are reminded in the Synthesis Report that “it has to be kept in mind that, despite all these forms of delegation, the head teacher constantly supervises and monitors all these activities. The school head takes the ultimate decisions”. A helpful way to understand this is in terms of balance; there needs to be a balance between handing over power (delegation) and ensuring that the power is used properly (accountability). A common way of achieving this in organizations is by using Terms of Reference (ToRs). For example, the head may delegate responsibility for the school library to a library committee with the deputy as chair of the committee. Now to ensure accountability, the library committee should have ToRs which state what the committee is supposed to do and the scope of their responsibility. It is common practice to ask the committee when they first meet to develop draft ToRs which are then approved or amended by the principal.

Case study examples

India

In all the three case studies it was amply evident that participative management system is followed in these successful schools. The schools have constituted various committees to look after different activities. The committees primarily consist of teachers of the school, and in some cases even the students are involved. Another important feature was that the schools gave autonomy to the committee members to perform the delegated tasks, and made them accountable for successful completion of those tasks. One principal kept himself abreast with the developments by regularly enquiring and discussing with the concerned persons. He believes in quick implementation of the decisions. Another principal would sometimes join the committees and offer his suggestions. The third principal imposes a kind trust in his colleagues that they “can do” it. The regular monitoring of the principals keeps people on their toes.

Sri Lanka

In this example you will see that the principal feels accountable to the parents for the success of the school:

“The principal perceives that he is accountable to develop the school; parents also perceive it the same way. The clear message from the school is that parents will be empowered by being given information and the right to question what goes on in the school. Thus, the primary accountability within school is to parents and prospective parents. The principal also demonstrates the need for skills, communicating with parents and establishing a dialogue with them, both as individuals and as the parents associations. Parents are involved in the decision making process including the following issues:

- School uniform.
- Discipline and punishment.
- The length of the school day
- The time of beginning and ending the school
- Teaching conditions
- Curricular issues
- School buildings
- Home work policy
- School trips and educational visits
- Health and safety matters”.

Time

Time is an important issue in schools and must be well managed. We all know that time is limited and there never seems to be enough of it in the school day or school term to achieve everything we would like to. We also know how important the timetable is for managing the time available for teaching and learning. The issue of time is related to delegation and participation in the sense that it is often said “participatory decision-making takes too much time; it is quicker to decide myself”. There may be some truth in that so it is necessary to ensure that time is not wasted in endless committee meetings which take forever to make a decision when we are trying to empower others through delegation and participation. A good idea is to allocate a certain amount of time i.e. set a timeframe, for all tasks that are delegated. For example, you might form a team for school development planning and ask that they meet for one hour each week and complete the task in three months. That would be a way of managing time. Another good idea is to prioritize tasks so that more important tasks are allocated more time than less important ones. In planning a meeting agenda, for example, you could ensure that the most important item on the agenda is placed first and has more time allocated than other items of lesser importance.

Now let’s look at workplace practices where time management is concerned. An example of a principal of a successful school will be helpful.

Case study examples

Philippines

The principal is a model of punctuality, love and dedication to her work. She reports to school early in the morning between 6:00-6:30. She attends the flag ceremony, and after the teachers and students are already in their classrooms, she makes the morning rounds of the classrooms to find out whether all classes have teachers. When she finds out that a classroom does not have a teacher because he is late in reporting to school or is absent, she immediately alerts the neighbouring teacher to look after the class or assigns a student-leader to be responsible for order in the classroom. In certain instances, she directs the class to do something productive, like seatwork exercises, while waiting for the teacher. From 8:00-11:00 am, she visits classrooms, checks lesson plans, and conducts random and unplanned observations of teachers. From 11:00-12:00 she attends to administrative and other routine matters and does public relations. In the afternoon, from 1:00 – 2:30, she does the rounds of classrooms again, ensuring that teachers are engaged in teaching and students are engaged in learning. At 2:30-4:00 pm, she conducts teacher observations and meets with teachers who need help. At 4:00-6:00 pm she meets with parents, students, PTCA officers and other guests who may have some business concerns with her office. She returns calls made to her when she was out conducting teacher observations or making the rounds of classrooms. Sometimes, meetings with parents and other guests are held in the morning and may take more than one hour. Thus, she adjusts her time schedules, accordingly, to accommodate guests of the school and attend to other administrative and routine concerns. At 6:00-6:30 pm she heads for home, only after most of the teachers and students have gone home.

India

Monitoring the use of time is an important role of the head: “the head teacher would monitor time keeping during the school day to ensure that both teachers and pupils were making best use of available time by being where they were supposed to be on time at all times”.

ACTIVITY 2-3

Reflect on your typical school working day and fill out the following table:

#	Activity or Task	Time Taken	Other People involved	Is the time used efficiently?

Now critically examine your table using the following questions:

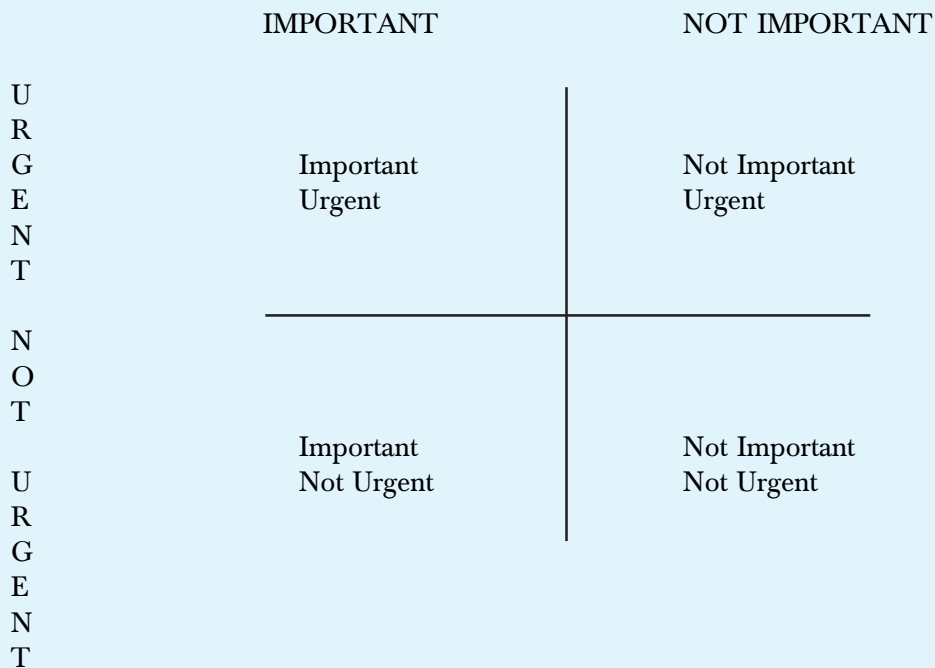
- Are you spending too much time on activities that are very interesting and easy to do rather than important and of a high priority?
- Reflect on:
 - a) the people you involve in carrying out these tasks (are these the only people you always involve or assign tasks to?)
 - b) the people you could involve or assign tasks to – effective delegation.
- Identify your strengths where time management is concerned. Also identify areas that you need to work on to utilize your time more effectively.

What happens when your time is not managed well?

ACTIVITY 2-4

This activity is related to the time management skills of managers.

To assist you to identify and prioritize your tasks, look at the following diagram. Write items from the table above in the appropriate section. This will help you when you next plan your day, week or month.



Prioritizing tasks for effective time management

Unit 4: Team building and teacher relations

When asked to name his most important role in the school, the head of one school responded: “That is the team building, that is to give respect to the teachers, to the people with whom you work. So sometimes I work as a team member and the teachers are the leaders where we have delegated tasks. So there I am a team member and one of the teachers is the head of that committee, so they don’t feel that I am the boss or I know everything but they feel comfortable working with me, that’s why they are ready to share everything”.

It is interesting to note that ‘team building’ is regarded by the head as his most important role in the school. Given its importance, it will be worthwhile for us look into this issue.

TEAM may be seen to stand for ‘together each achieves more’. Teamwork and team building are the first and most important steps towards collegial decision-making and shared

understanding. Through teams, schools can build a collaborative culture of teachers, staff and students working together thus removing isolation and excessive individualism.

What then is the meaning of a team? A definition will be helpful.

“A team is a small number of people with complementary skills who are committed to a common purpose, performance goals and approach, for which they hold themselves mutually accountable” (Katzenbach & Smith, cited in Armstrong, 1994, p.113).

The definition highlights a number of significant points. Usually a team is a small number of no more than 5-6 people (though a soccer or cricket team is 11) and they have a range of skills which complement each other, rather than all having the same skill. They are focused on an agreed purpose or objective and they are ‘mutually accountable’ which means that each person does his or her best to achieve the objective and expects all the others to do the same.

Why teams?

Sometimes people who have been used to working individually wonder what all the fuss is about teams. There is now a good deal of evidence that teams:

- Make better decisions
- Work faster
- Are more creative
- Make things happen in coherence and harmony
- Enhance social relationships
- Provide an arena for professional development
- Are part of a democratic and consultative way of working.

Case study example

Sri Lanka

The Principal appreciates the group cohesiveness of his staff in the following way:

My staff is a group of committed and highly motivated teachers who are supportive of one another working towards shared goals. Teachers’ shared values and special practices are very important to the development of our school ... it helps me to keep them together. In addition they seek students’ participation and this collaboration is a big advantage to my school. Because of this type of group work:

- we have participatory management
- we have shared responsibilities
- we are aligned on purpose
- we are focused on tasks
- we have creative talents
- we are successful in our communication
- we are future focused
- we get rapid responses
- we improve teachers’ and students’ performance and develop them.

The above ideas and expressions reveal that group work is the best method for getting people to become committed to school development. There is the added advantage that teachers can learn from one another. They maintain trust and mutual support. A network is created for school and individual development.

The teachers have similar ideas about group work and how it results in unity. This can be summarized in the following way in their own words:

If there is any special task or activity, the principal makes some groups and assigns their duties. Working in a group is very interesting and motivating in our school. We are very friendly and help each other where necessary. We are cooperatively solving any problems that we have to face. The principal always helps us to solve our professional or personnel problems. Because of group cohesiveness we derive much job satisfaction and work is never monotonous. The additional advantage of group work is improvement of positive attitudes, harmony and unity among teachers, students, parents and as well as our own family members. It will be helpful to enhance quality outcomes and school development.

India

The interpersonal relationships between the teachers are very healthy, they are very co-operative and work as a team, and they willingly offer to help their co-staff in all the academic and non-academic activities. They freely discuss amongst themselves all problems related to teaching and all the teachers were open to suggestions given to them by their peers to improve or solve teaching related issues. The Head teacher herself monitors and visits classroom during teaching periods. She talks to children regarding their problems frequently and if need be, she also talks of their problems to the related class teacher. The head teacher is able to involve her staff by her supportive understanding and appreciative behaviour.

India

The head gave prime importance to punctuality and set example for the teachers and children. He comes to school one hour before the scheduled time and leaves school after every body has left. He had his lunch with colleagues. Relations with teachers were cordial, cooperative with good deal of togetherness. The kind of relation between the head teacher and teachers was reinforced by observation at the time of study and as it was revealed through various indicators of progress, participatory planning, decision-making and adopting new initiatives or innovative practices for school. Head teacher tried to build up a consensus among his fellow teachers over the issues before prioritization and taking action. He told that he, along with his staff, worked with a team spirit and gave his first priority to the punctuality, second to the attendance, third to time management and lesson planning, fourth to good practices of teachers and teaching learning process, fifth but not the less important is the area of co-curricular activities. He was much concerned regarding professional development of teachers, to identify their strengths and weaknesses. He himself observed their classes regularly. He monitored the progress made by children in academic areas. Besides this he also looked into the details of supervision notes made by the block resource coordinator/cluster resource in-charge and other members of the supervisory staff. Teachers told that head teacher is just like their elder brother who talks, listens and motivates them. Teachers are well qualified and provided with four rounds of teachers training; they knew their job responsibility well. They take part in school management themselves. Head teacher is fully satisfied with his staff and teachers had sympathetic view and attitudes towards personal and family related problems of one another and try to help their colleagues if required. Head teacher used recognition and appreciations as incentive. He appreciated his teachers in school functions before parents, community members and children to boost their morale. Head teacher also allowed them to become active partner

in school management, be it decision-making for academic, financial or administrative activity, or a matter of community involvement. Participatory decision-making was clear in all areas. Teachers express their opinion freely and frankly, they utter their dissent fearlessly and can raise questions if they are not sure of the matter, this was observed by the research team when it attended one of the staff meetings.

Malaysia

There was a strong emphasis upon teamwork and participation in decision-making (although the head teacher reserves the right to have the last say and make the final decision). Within the study, there was ample evidence that people were trusted to work as autonomous professionals, within clear collegial value frameworks which were common to all. These collegial cultures were maintained, however, within contexts of organizational and individual accountability set by external policy demands and internal aspirations. In this case it seems that morality, emotion and social bonds provide powerful stimulants to motivation and commitment of the staff.

ACTIVITY 2-5

List all the teams that you have in your school (perhaps you call them committees or groups of people responsible for certain tasks). Write a brief response to the following questions:

- Which of these do you lead and which of these are you member of but not leader?
- Is there any team that you supervise but you are not actually part of?
- Do you look forward to attending meetings of these teams?
- What aspect of the teamwork are you satisfied with?
- What aspect of teamwork is a cause of concern for you?
- What practical steps could you take to make these teams more effective?

Now invite a few of your colleagues, who are or have been members of these teams, and discuss these questions with them.

Building Team Cohesiveness

What can you as a principal do to help your staff 'work as a team' i.e. to function effectively as a group. We all know of teams who have some talented individuals but they do not seem to work well together – this is true of sporting teams as well as teams in schools. There are some strategies that you can consider using to build a team spirit. First, it is necessary to realise that team building is a process that occurs over a period of time. When you put a number of individuals in a group situation they do not immediately and automatically become a team but they move through a number of stages. One approach to this is a four stage process.

Stage 1: Forming. In the first meeting it is a good strategy to spend most of the time on forming the team by ensuring that everyone knows each other in terms of what skills they each bring to the team and that they are agreed on the purpose of the team. A discussion of the ToRs is a good way to generate a common purpose and shared understanding.

Stage 2: Norming. Norms refer to the ways or methods of team working and it is useful to have some discussion about this so that everyone is clear about how the team will function. Matters

such as the role of the chair, regularity and length of meetings, who will write the notes or minutes, will decisions be made by consensus or majority vote etc., need to be clarified.

Stage 3: Storming. This stage does not always occur but it usually does. Once the team gets underway with its work there are often disagreements, conflicts or 'storms' over issues concerning the agenda or functioning of the team. If and when this happens it is important to realise that it is a normal part of the team building process and some conflict resolution strategies can be used to clear the air and enable the team to move on.

Stage 4: Performing. Hopefully, this stage will be reached fairly quickly as it refers to the point at which the team begins to really focus on achieving the task or objective it was set up for. If the earlier stages are handled well by the team leader, there is a much better chance of the team performing at a high level and as a cohesive unit. Typically, in this stage we hear comments like "the team is working well" or "it's a great team".

Having outlined that four stage process, however, we do not mean to suggest that it will solve all the problems or challenges of team building since it can be quite complex and unpredictable. One of the reasons for difficulty with teams is that some people are not inclined towards teamwork – they prefer to work individually and they 'do not get along' with their colleagues very well in a team situation. Another reason is the age and experience difference between teachers who are expected to work together e.g. some senior teachers may be difficult to manage.

Case study examples

Pakistan

In a professional development session all teachers decided not to be harsh with the children, rather they would be friendly with students to encourage them and make them enjoy school. However, when he was observing some of the senior teachers they were harsh in front of him in the classroom. Afterwards, they would come and say very sorry but we are used to it. Also, when he was out of the school the senior teachers expected that they would be given the responsibility to take care of the school but when they were doing so, what they were doing was totally against the vision that he had designed. So that was a big problem to begin with.

Bangladesh

It is interesting to mention that there is a cordial and cooperative relationship between the teachers. Teachers are cooperative towards their peers as well as to head teacher. Most of the teachers belong to the same age group, come from same locality, have equal status and academic qualifications and there is a strong socio-cultural homogeneity among the teachers. All these factors combine to develop a mutual trust and confidence and friendly relationship between the teachers. They have differences in opinion in terms of local and national political ideology, but at present, there is no conflict between the teachers. One teacher is supporting another both in classroom activities and in preparing any complex lesson. They are seen to share their ideas in preparing a class lesson. This idea of sharing and supporting is highly encouraged by the head teacher.

Conflict Management and Communication

As we develop more collaborative cultures in our schools and as we work more in teams there is likely to be an increase in incidents of conflict and disagreement. There are a couple of reasons for this; people are working together more often so there is more opportunity for disagreement, and, the nature of their relationship changes to become more equal and less hierarchical. Conflict can be expected to arise when people who have different ideas, beliefs and values are expected to work closely together and share their views on professional issues. This means that people should be able to manage and resolve conflict in a constructive way so that it does not become destructive and damage morale and work performance.

To begin with, conflict should be viewed as a natural and expected part of working in teams and as a learning opportunity rather than as a personal threat or attack. If it is viewed in those positive terms it can be understood and managed. There is no doubt that skilful and clear communication is at the heart of managing conflict situations.

A helpful framework for dealing with conflict is provided by Amason et al., (1995, cited in Mitchell & Sackney, 2000, p. 117). They refer to two types of conflict – affective conflict and cognitive conflict. Affective conflict is personal anger or resentment usually directed at individuals rather than ideas, whereas cognitive conflict is a difference of opinion on an issue or an idea. They make the point that cognitive conflict over issues is a desirable aspect of teamwork because it opens spaces for divergent thinking, creativity and open communication; all of which contribute to greater team effectiveness. Successful management of conflict is about turning affective conflict into cognitive conflict; that is moving the focus off the person and on to the issue. What that can do is depersonalise a tense situation and shift the disagreement from the personalities to the substance of the issue at hand which can then lead to a more constructive resolution of the conflict.

Case study examples

Philippines

As a whole relations among teachers are quite commendable. As a result group cooperation and collaboration among teachers is the general rule. From time to time there are disagreements among them on how to approach a particular issue or problem but these are friendly ones that the Principal encourages because she considers it healthy for the organization. Disagreements or conflicts due to some personality differences are discouraged and are nipped in the bud as they do not contribute in any way to realizing the vision, mission and objectives of the school.

Bangladesh

The school had a problem with the local people. On two sides of the school, there are two thoroughfares. The villagers use the school compound to cut short their distance and for connecting the two thoroughfares. The boundary of the school made by barbed wire fencing could hardly check some unruly people from using the school compound even during the school hours. Consequently, the academic environment suffered. It was one of the security problems and a challenge the school faced. A request from the school management did not work. A conflicting situation between a section of the local people and the school emerged. The head teacher approached the local elite. He requested them for finding ways out for solving the problem. He identified the people involved in using the school compound and supplied the information to the elite group. They arranged a meeting, with the concerned people and also some influential people of the locality. The issue was resolved.

India

There was a small misunderstanding which led to a quarrel between a senior PGT who is in-charge of examinations and a new computer science teacher, who is a former student of the school. The computer science teacher was asked to type the question paper and get it proof read by the respective paper setters. The examination in-charge was annoyed as the question papers were not finalized and the examinations were to start in three days. The examination in-charge entered the Principal's room. The conversation was:

Principal: The examinations are to start in three days. How is everything moving?

Exam in-charge: Timetable, duty chart everything is ready, Sir. But the computer teacher has not typed the question papers.

Principal: Why? Why could not he do it?

Exam in-charge: I do not understand why he is behaving in this manner. He is a junior fellow.

Principal: Alright. You carry on. I will call you back after half an hour.

The Principal called the Computer Science Teacher and asked him about the matter.

Principal: What is the state of the question papers? Has every paper setter proof read their question papers? Any problem?

Computer Teacher: Sir some teachers have yet to proof read.

Principal: Why is the delay?

Computer Teacher: They are busy and today I will be able to complete the papers.

Principal: Who are the teachers yet to complete?

Computer Teacher: Mr. ... and Mrs. ...

Principal: O.K. You do one thing. Call the in-charge just now.

When the teacher brought the examination in-charge, the in-charge was angry with him. The Principal, without giving heed to it, asked them to be seated.

Principal: The computer teacher says that some teachers have to proof read and he will be giving it today.

Exam in-charge: No sir. He is not interested and he gets angry soon.

Even before the computer teacher opened his mouth to say something, the Principal intervened:

Principal: Listen, don't open the past. Tell what is to be done and how to go about it to make the question paper ready.

The computer science teacher: Mr. ... and Mrs. ... are now proof reading and I will get it ready when they complete them.

Principal: I think the matter is over. Get the question paper ready in one hour.

The Principal after sending the examination in-charge spoke to the computer teacher, "He is a senior teacher and expects you to listen to him. That is all. You can learn from people. Listen to learn. Nothing is wrong." The young teacher was pleased.

After some time he called the examination in-charge and told him, "See. It was not his mistake. The teachers did not read the proof. He will give it to you now. He is young and moreover he was your student. Allow him to learn."

The above case study example is an excellent one showing how affective (personal) conflict can be changed into cognitive (issues) conflict and thereby resolved in a constructive way.

It is often said that good communication is the way to handle conflict. That is probably true but it begs the question of what is 'good communication'. In particular what is the style of communication that is most appropriate for a collaborative culture and building teams? It is certainly not a top-down, authoritarian form of communication that is traditional in many schools. So what is it then? Mitchell & Sackney (2000, p. 59) suggest that there is a particular style of communication that is most suitable for collaboration and they describe it as a blend of 'advocacy and inquiry'. Advocacy is putting forward one's own opinion or belief (making statements) while inquiry is the exploration of a colleague's opinion or belief (asking questions). A communication style that is characterised by questions as often as statements "allows individuals to freely contribute without fear of recrimination or reprisal and opens spaces for consideration of sensitive issues, problems of purpose and unarticulated dreams or dreads ... (it) allows individuals to engage in collective inquiry and to develop shared understandings about purposes, values and commitments" (p. 59). This communication pattern is the foundation for building cohesive and effective teams in a school and it can be observed in the above case study example concerning conflict over the examinations. You will notice in that example that the Principal asks a lot of questions to find out the source of the conflict. For most school heads, good communication means more 'asking' and less 'telling'.

REFLECTION

Identify a conflict situation that occurred in your school in the recent past. Analyse the conflict through these questions:

- *Who was involved?*
- *Was the disagreement a personal one (affective conflict) or was it about ideas and issues (cognitive conflict)?*
- *How was the conflict eventually resolved?*

What was the role of communication in resolving the conflict?

Unit 5: Leadership qualities and capacity building

"All the successful schools have some sort of visionary and pragmatic leader who can not only sustain its success but also make new headways in improving the success" (Synthesis Report, p. 56).

Earlier we considered the notion of management, so let us now turn to leadership. Again, there are many definitions and types of leadership mentioned in the literature though it is useful to begin by simply clarifying the difference between 'leader' i.e. a person and 'leadership' i.e. a process. Here we are concerned with both the qualities of the person who is the leader as well as with the process of leadership so as to better understand how successful school leaders actually carry out their work.

A useful definition of leadership is: "the process of guiding followers in a certain direction in pursuit of a vision, mission or goals" (cited in Gold and Evans, 1998, p.25).

Notice that it is a process of guiding, not forcing or cajoling, and a key idea in the definition is 'vision, mission or goals'. Perhaps the most important aspect of school leadership is articulating the purpose of the school. Teachers are usually not very good at describing the purpose of schools beyond

the basic idea of teaching children. Of course that is true but there is more to it than that. As Gold and Evans (1998) point out “a school where the purpose of education is clearly articulated and communicated is a far more effective school than one in which there is no obviously agreed purpose, or where the head teacher’s view of education and schooling is not informed by and transmitted to the other people who work there”(p.14).

The purpose of a school is essentially about what the school is trying to achieve (the vision/mission) and what the people believe to be important (the values). Leadership may be seen as the process of initiating a dialogue about these issues amongst the stakeholders, clarifying the points made in the dialogue, reaching agreement or consensus about the purpose of the school and then communicating it to all concerned. When this process is undertaken each school develops its own unique purpose which generates commitment and ownership amongst the stakeholders. For example, one case study school had the following vision statement prominently displayed in the school:

This alma mater is a learning organization where every individual is furnished with highly commendable opportunities and facilities to attain the optimal standards of academic results, social skills, moral and spiritual qualities and physical well being. A unique team spirit with a slogan “sink or swim together” and a sense of strong collaboration among students, faculty and parents unifies this organization. Centre of excellence is its identity.

ACTIVITY 2-6

Your school may already have a Vision and/or Mission Statement. If not, you could begin to develop one. Respond to the following questions:

- (1) What is (or could be) the vision for your school?
- (2) What values do you believe to be important for your school?

Discuss your ideas on vision and values with your colleagues, parents and students to develop a vision statement for your school

Leadership and Change

Most writers about leadership agree that leadership is concerned with promoting change and improvement rather than merely maintaining the status quo. Scott (1999) provides a useful summary of research on the attributes, skills and knowledge of effective change leaders and this is reproduced below.

The effective leader of educational change:

- gives positive support and doesn’t put people down;
- treats staff as equals-listens generously;
- is organized and efficient (but not overly so);
- is enthusiastic and cares about education;
- has a sense of humour/perspective;
- is committed to doing things well;
- perseveres and doesn’t overreact when things go wrong;
- can tolerate ambiguity, doesn’t try to force own point of view or always win the argument;

- is willing to experiment and take sensible risks;
- has wider interests than just work-can put work into a broader perspective;
- is willing to learn from errors;
- accepts change as inevitable;
- is action-oriented and committed to lead by example.

Case study example

India

Head teacher, teachers and parents were questioned in depth during the course of interviews in respect of their roles. “Do you have a clear idea of what is expected of you as a head teacher?” The answer shot back was ‘yes’. It was perceived to be a provider of support to teachers; to work for realizing the aspirations of the community and seeking their cooperation in running the financial and other aspects of school; his role was that of a leader who would help students to acquire desirable life skills and attitudes, help them mould and shape their career and help school to grow and acquire excellence. The head teacher’s role in respect of students (as commonly perceived by the teachers, parents and the head himself) was: ‘to ensure learning among them; to ensure that students learn and retain the maximum; to strive for optimum development of their personality (attitudes, values and life skills); to see that they are happy and enjoy school’.

Types of Leadership

One fairly common distinction made in leadership literature is between *transactional* leadership and *transformational* leadership. The head teacher who practices transactional leadership expects services (e.g. from a teacher) for various kind of rewards (e.g. salary and other extrinsic rewards that the head teacher controls to a certain degree). Leadership in this sense is a kind of transaction or making a deal – something like ‘if you do this for me I will do that for you’. A lot of school leadership is of this kind; for example if the head says to a teacher “if you look after the timetable, I will give you two free periods per week”. You can see that a transaction is taking place, indeed the teacher might respond “yes, I will look after the timetable but I need three free periods to do that”. If that is agreed then a ‘deal’ has been made. This kind of leadership is often necessary to keep the school running from day to day.

On the other hand, the head teacher who practises transformational leadership seeks to empower staff and share leadership. Transformational leadership is linked with change and improvement as it seeks to build the capacity of people to work more effectively and do things differently rather than merely follow tradition or maintain the status quo. It is seen when leaders:

- Stimulate interest among colleagues to view their work from new perspectives
- Generate awareness of the mission and vision of the team and organisation
- Develop colleagues to higher levels of ability and potential
- Motivate colleagues and followers to look beyond their own interests towards those that will benefit the group (Bass and Avolio, 1994, p. 2).

In recent leadership literature much is being made of *distributed* leadership. To help you to understand this concept let us take the example of a school principal. The principal of a school is a position, sometimes referred to as a job, with certain power and responsibilities. All principals have such a position. However, when we consider leadership as a process we may find that not all principals are leaders in their schools. Leadership is a process that some principals will perform but not others depending on their capabilities, skills and interests. It is quite possible that some other persons in the

school are more effective leaders than the principal in specific areas of the school operations. One of the consequences of distinguishing between position and process is that we can envisage a situation where leadership is widely shared or distributed throughout the school. There may be a number of leaders in different areas of the school and in fact many people would argue that this is highly desirable as it makes for a much more dynamic organisation. When the process of leadership is shared throughout the school it is known as distributed leadership.

As pointed out in one case study: the head teacher did not do any work on his own decision. In his words, “Before taking a decision I discuss with others, it helps making me acceptable to them.” He also added, “A head teacher’s duty is not to do anything alone, but inspire others to do.” That idea of ‘inspiring others to do’ seems to be at the heart of distributed leadership.

Leadership Qualities

Another perspective on leadership looks at the personal qualities or traits of leaders. This approach has been around for a long time and there are a number of traits which consistently characterize more effective leaders. These include:

- Sense of responsibility
- Concern for task completion
- Energy
- Persistence
- Risk-taking
- Originality
- Self-confidence
- Capacity to handle stress
- Capacity to influence
- Capacity to co-ordinate the efforts of others in the achievement of purpose.

From our case study research we would add ‘commitment to the school and the profession’ as another trait of effective educational leaders. If you think about this you could no doubt add further to that list.

Case study examples

Bangladesh

The head teacher’s leadership qualities have enabled him to take the community and the SMC into confidence. This is evidenced by his success in resolving a conflict between the local people and the school management. The other feature of the head teacher’s management style that deserves mention is ensuring participation of all teachers in the management through the “group of 5” senior teachers and the committees. He also is tactful enough to prevent any conflict resulting from the formation of the group and his close association with the group in all management matter. His involvement in teaching and sharing the workload in terms of teaching period is a source of inspiration and motivation to teachers.

India

The head mistress of the primary section is a 40 year old trained teacher. She is a confident, dynamic, understanding, enthusiastic, motivated teacher and a good administrator. She has earned a lot of respect in the school and community due to her exemplary behaviour. She believes that she is a teacher first and then a headmistress. Out of her 17 years of teaching experience she has spent 13 years teaching in this school. Due to her effective performance she was promoted to the post of headmistress

of the primary section by the school management. Even today she takes 19 periods per week though she felt that with lesser teaching load she would have performed even better as an administrator. She acknowledged that the school had sufficient physical resources and was confident that even if crises in physical resources exist she will manage the situation with the help of her capable and cooperative staff. Being a highly motivated and committed teacher-cum-head of primary section she was confident of facing any problem. The teachers perceived her as their energy source and she maintains a friendly relationship with her teachers. She has been quoted as an “understanding and affectionate person” by her staff. Having worked as a teacher in the same school, being close to her colleges was natural. Some of the teachers call her by her name when not in class. Maintaining a cordial relation with the teachers and children she confided that she is quick to switch roles when it comes to decision-making and maintaining discipline in school.

REFLECTION

Reflect on the various roles that you play in your current position through these questions:

Is leadership one of your roles?

Do you consider yourself a transactional or transformational leader (or a combination of both)?

Is there evidence of distributed leadership in your school?

Capacity Building

Earlier we mentioned that transformational leadership is concerned with capacity building of people for change and improvement. King and Newman (2001) describe ‘school capacity’, particularly that which contributes to instructional quality and student achievement, in three dimensions:

- the knowledge, skills and dispositions of individual staff members;
- the professional community existing in the school (shared purpose for student learning, collaboration amongst staff to achieve the purpose, reflective enquiry to address challenges, and opportunities for staff to influence the school’s activities and practices);
- the school’s programs for student and staff learning; capacity is enhanced when programs are coherent, focused on clear goals and sustained over a period of time (p.89).

How then can we enhance the capacity of schools to improve student learning? The work of Mitchell and Sackney (2000) is important here. They put forward a capacity building model in three areas that is generally consistent with the dimensions mentioned above: personal, interpersonal and organizational. Emanating from each of these is a range of professional development strategies that can facilitate capacity building:

- Personal capacity – internal and external searches for personal knowledge. Professional development strategies that improve teachers’ content and pedagogical knowledge to build their personal capacity include workshops and courses, in-class observation and feedback, professional reading, visiting other schools etc.
- Interpersonal capacity – building a collaborative learning climate. Breaking down teacher isolation and building up teams of people working together improves interpersonal capacity. The strategies are based on building human relationships and communication; including mentoring, coaching, developmental supervision and professional conversations to reach shared understanding.

- Organizational capacity – school structures that support connection rather than separation, diversity rather than uniformity, empowerment rather than control and inclusion rather than dominance will enhance organisational capacity. Strategies include organizational learning, shared leadership, school reviews, school-wide mentoring and learning circles.

A leader is involved in capacity building when he or she guides others and assists them through professional development activities towards a vision of school improvement. Leaders do not necessarily have to conduct the activities themselves though they may do if they have the appropriate expertise. To take a leadership role in the school it is sufficient for a person to arrange and facilitate the activities to be conducted by someone else either from within or outside the school. “If a head of a school cares for new innovations and goes out of her way to facilitate her teachers, this is also a criterion of a successful school” (Synthesis Report, p. 61).

Case study examples

India

Regular Capacity Building for Teachers

The school has a very strong system of regular teacher training. Themes of training programs were assessed, and the training needs were identified on the basis of feed back given by children and parents and some times it is also driven from the individual progress reports of each class teacher as well as collective progress report of the school. Keeping this analysis in view the decisions for organising training programmes were taken by the head teacher. Content enrichment as well as pedagogical improvement are taken care of while designing training programmes for the teachers. School management body along with the head teacher decides period and frequency of training programmes which are locally organized in the school premises itself. Researcher tried to know the kind of training provided during the last five years to the teachers and head teacher. It was as follows:

Year	Themes & Subjects	Teachers & Headteacher	Duration
1998-1999	Language teaching, parents/community support/school improvement	Both	10 days
1999-2000	1. * Content enrichment in maths and teaching mathematics with activities	Both	8 days
	2. Leadership, personnel management, monitoring and evaluation academic/co-academic activities.	Teachers & Headteachers	One week
2000-2001	1. Language teaching (Eng.) and teaching language with supplementary reading material.	Both	8 days
	2. Continuous and comprehensive evaluation of pupils	Both	3 days
2001-2002	Teaching science & social science at primary level plus content enrichment for difficult areas as identified by the teachers in science.	Both	10 days
2002-2003	School management & community/parents involvement in school management.	Both	5 days

(Amar Nath Vidya Ashram – India)

Philippines

Of the interventions the Principal has made possible, what seem to stand out as the two that make a dent on the continuous effectiveness of the school are the school's learning resource center and the school-based teacher training program in most of the subjects taught to the students. Both of these interventions are school-initiated, supported and sustained over a relatively long period of time. The school's learning resource center has won division and regional awards for being comprehensive in teaching and learning materials made available to the teachers as well as the students and for being very functional. All the teaching and learning materials were produced by teachers and students themselves and made available to other teachers and students. The SBTT (school-based teacher training), which started only for science and math teachers, now includes English and other subjects. The school's learning action cells (LACs), an intervention made by an earlier World Bank-funded project and which has been moribund for years in most public elementary schools in the country, have been revitalized through the leadership of the Principal, the utmost cooperation and efforts of her teachers and the unstinting support of the PTCA.

ACTIVITY 2-7

Establish a Professional Development Committee in your school (if you don't already have one) and develop ToRs for the committee. Whether it is new or existing, work with the committee to develop a plan for staff development over the next year which is based on the threefold framework of personal, interpersonal and organisational capacity building.

Conclusion

To conclude the module you might like to review the learning outcomes on p. 1 and consider the extent to which you have achieved those outcomes.

In this module we have considered the management of people at work, particularly teachers and support staff. We looked at the concept of management and various methods and strategies such as internal supervision, delegation and participatory management, team building and teacher relations as well as leadership qualities and capacity-building. We also looked at some of the literature on this topic along with case study examples. In the next module we turn our attention to the students.

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Making School Successful

Module 1: Successful Schools

Module 2: Managing People at Work

Module 3: Managing Student Affairs

Module 4: Managing External Relations

Module 5: School Development Planning