Educational leadership & Management

By: Teshome A.(Ph.D)

BA in Sociology & Social Administration, BA in Philosophy, MA in Philosophy, PhD in Sociology, EMBA in Industrial Relation & project mgt, EMBA Industrial relation & Marketing, and Studied Economics & Law,

Leading & Managing Concern

- **Leading concerns**
- **Vision**
- **Strategic issues**
- **Transformation**
- **Ends**
- **People**
- **Doing the right thing**

- **Managing concerns**
- **Implementation**
- **Operational issues**
- **Transactions**
- **Means**
- **Systems**

Cont

Leadership is focused on vision, motivation, the future, and the teams and people in your school. Management provides systems and processes essential to the smooth day-to-day running of the school. Both leadership and management are essential for successful school development.

EDUCATIONAL LEADERSHIP

Is a leadership quality existing in any individual of an educational institute , who have the quality to influence his/her fellow mates and have a clear vision and

EDUCATIONAL LEADERSHIP

Is a term applied to school administration that strive to create positive change in educational policies and processes.

Educational Leaders

Educational leaders usually are Employed:

- **As school principals or administrators.**
- **Additional, such as department chair or academic dean.**

Are really trained to advance and improve educational systems or Institutions



WHO IS A LEADER?

- **A person who leads or commands or guides a group or a organisation or a country to achieve predefined objectives.**
- **A leader by its meaning is one who goes first and leads by example, so that others are motivated to follow him.**
- **A person must have a deep-rooted commitment**

LEADER Should be……

- EFFECTIVE COMMUNICATOR
- SELF CONFIDENT
- POSITIVE THINKER
- CONFLICT MANAGER
- EMPATHIC
- INTEGRITY / HONESTY
- OBJECTIVE
- GOAL ORIENTED
- PERSONALITY
- FLEXIBLE:
- VISION OR FORESIGHT



LEADERSHIP THEORIES

1. Great Man Theory: This theory believes that " Leaders are born, not made". Qualities are inherent in a leader. They do not require any training.

2. Transformational Theory: The theory believes that leaders would be able to influence and transform us. The leaders inspire a positive change in people who follow them and the leader's influence make them ready in achieving targets.

3. Behaviorist Theory: Learning is the modification of behavior. Leaders need to be trained to make them effective.

4. TRANSACTIONAL THEORY: It is also known as managerial leadership. It focuses on the role of supervision, organization and group performances. Leaders who implement this theory focus on specific tasks such as building rapport with team mates and use rewards and punishments to motivate followers.

5. CONTIGENCY THEORY: Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

6. TRAIT THEORY: It is in some ways to Great Man theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-confidence, and

EDUCATIONAL LEADERSHIP: THEN & NOW

The concept of educational leadership has undergone changes across time.- with the concept of Jug & Mug.

Earlier teachers were considered as jugs full of knowledge and the students as empty mugs i.e. having no knowledge

Now the students are not regarded completely empty whereas they have some prior knowledge which gets enhanced when the teacher acts as

EDUCATIONAL LEADER must have……..

VISION : A vision to bring changes in the prevalent practices, act as a catalyst for change, need to be qualified and experienced.

INFLUENCE: A strong influence



better cation skills, balanced ty,

Teacher Leaders

Teacher leaders assume a wide range of roles to support school and student success.

Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

Teacher Leaders

RESOURCE PROVIDER

- Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.
- Almaze becomes a resource provider when she offers to help bethelehem , a new staff member in her second career, set up her classroom. Almaze gives bethelehem extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the

INSTRUCTIONAL SPECIALIST

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies; explore which instructional methodologies are appro e school and share findings with



CURRICULUM SPECIALIST

understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. curriculum specialists lead teachers to agree on

MENTOR

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new profe



LEARNING FACILITATOR

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of

CLASSROOM SUPPORTER

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias

SCHOOL LEADER

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility

DATA COACH

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analysing and using this information to strengthen

CATALYST FOR CHANGE

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of

LEARNER

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelo ing, and use what the help all students achiev



THANK YOU