# A Short Training on ‘Basics of School Leadership & Management’

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# 1. Objectives of the training

- To create better understanding about ‘School leadership’ and related concepts among the trainees;
- To make distinction between ‘leadership’ and ‘management’;
- To relate school leadership and quality education provision;
- Apply the assumptions of framing vision and instilling visions
- Distinguish values, analyze values and ways to implement in day to day activities;
- To get familiar with school vision and mission developing techniques;
- To examine the unique features of strategic plan; &

# 2. Modes of delivery of the training

- Brainstorming
- Lectures
- Discussions
- Team work
- Presentation
- Reflection
- Experience sharing

# 3. Time table

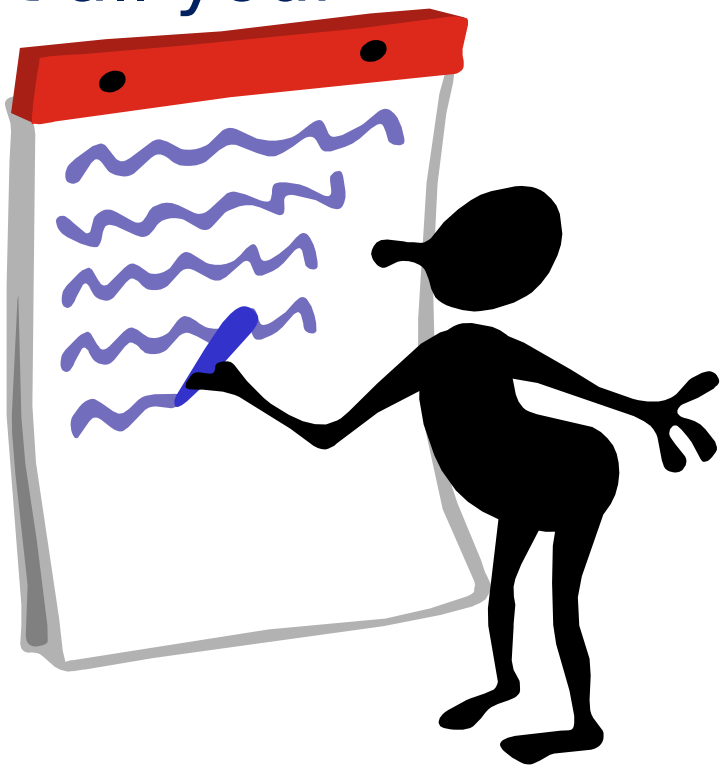
| Day | Time | Activity |
|---|---|---|
| Day one | 8:30 AM -10:00AM | Lecture (Part I) on Leadership |
| | 10:30AM-12:30AM | Team Work |
| | 2:00PM-3:30PM | Team presentation |
| | 4:00PM-5:30PM | Lecture (Part II) |
| Day two | 8:30AM-10:00AM | Lecture (Part I) on school vision |
| | 10:30 AM-12:30AM | Team work |
| | 2:00PM-3:30PM | Team Presentation |
| | 4:00PM-5:30PM | Lecture (Part II) |

# 4. Training Session Norms

- Punctuality
- Participation
- Discipline
- Time management

# 5. Expectations

What would you expect from this short training??? (Please, list all your expectations)



# 6. Training Contents

Section One: School leadership and Management

Section Two: School vision, Mission, and Values

Section Three: School level plans

Section Four: School strategic plan

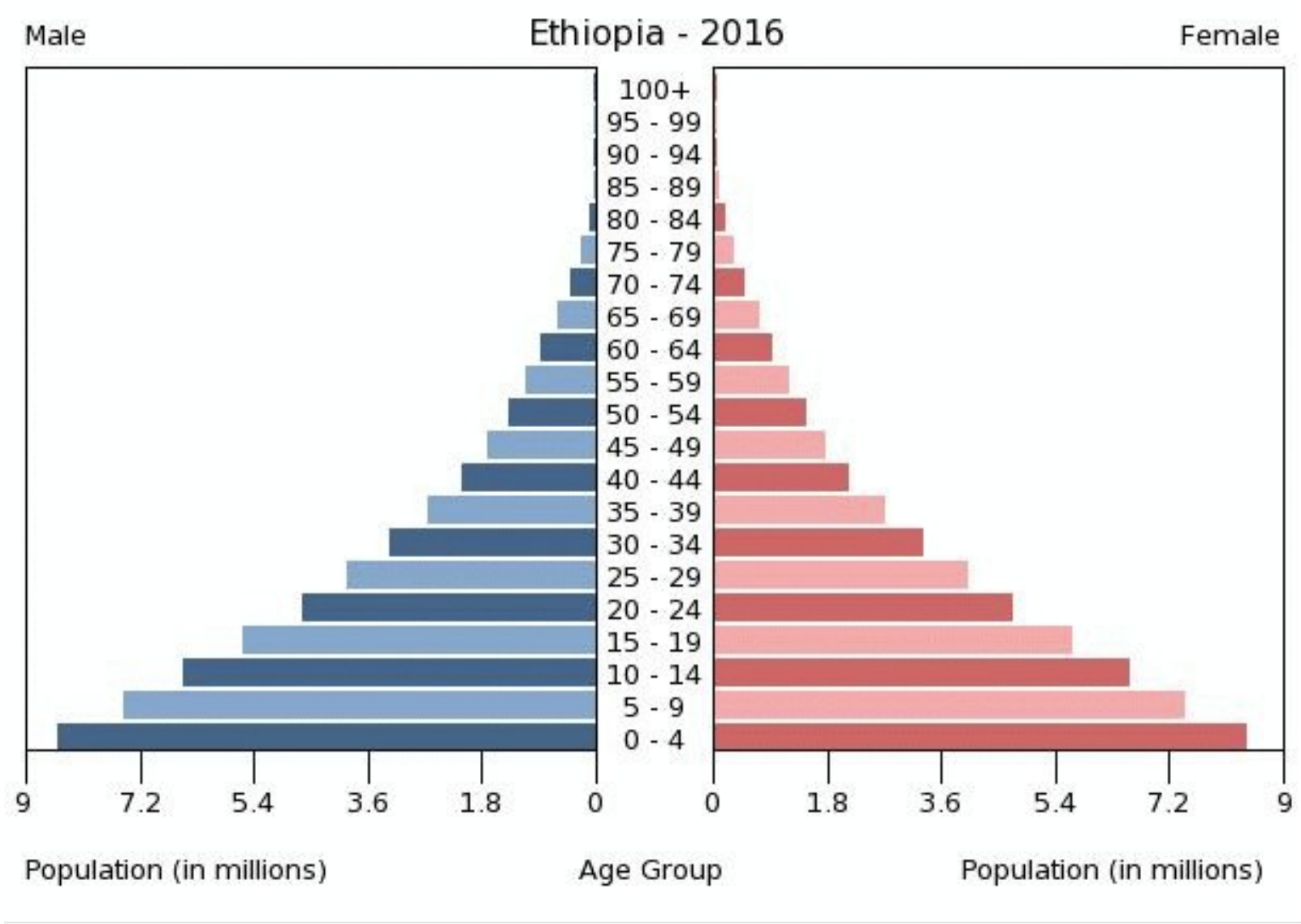
Section Five: Instructional Leadership

# Facts and Figures

- Today's generation of young people is absolutely massive. Some 1.8 billion people are between age 10 and 24, most of them live in developing countries, often compromising a huge proportion of the population.
- Yet too many youth are unable to participate fully in society. Around 175 million young people in low income countries can not read a full sentence.
- Among those aged 15-24, some 500 million live on less than 2 dollar a day, & over 73 million are unemployed.
- But when empowered and given the right opportunities, youth are effective drivers of change.

# …cont'd

- In 2019,  population of Ethiopia is estimated to be  109.8 million, with annual population growth rate of 2.4%, and 41.6% of Ethiopia's population is under age 15 (school age children).
- The most dominant socio-economic problem in Ethiopia is youth unemployment. Youth unemployment has been 19.88 until 2015.
- So, let us work hard to equip our students with the necessary skills, attitude and knowledge, quality education, so as to help them get self/wage employed.


Male
Ethiopia - 2016
Female
100+
95 - 99
90 - 94
85 - 89
80 - 84
75 - 79
70 - 74
65 - 69
60 - 64
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
15 - 19
10 - 14
5 - 9
0 - 4
9
7.2
5.4
3.6
1.8
0
0
1.8
3.6
5.4
7.2
9
Population (in millions)
Age Group
Population (in millions)

# Section One
# School Leadership and Management

- Unique features of educational institutions & management;
- Leadership and School leadership;
- Educational/school management;
- Effective school leadership;
- School leadership & quality education
- Challenges in education quality improvement attempts; &
- Functions of school leaders.

# Activity 1

1. What makes educational institutions & their management unique?

2. Distinguish between the terms ‘management’ and ‘leadership’

3. Can any one be a school leader?

4. What are key determinants of quality learning?

5. It is uncomfortable truth that, despite the efforts made to promote quality learning in our school systems, why things remain the same? (the effects aren’t as intended)

# 1. Education & Peculiar Features of Educational institutions

- The term ‘education’ has been defined & understood from different perspectives.
- Education has remained a social process in capacity building & maintenance of society for decades.
- Education is a weapon for acquiring skills, relevant knowledge & habits for surviving in the changing world.
- However, compared to other sectors the task of education is complex & its effect is multidimensional.

# …cont’d

Different authors provide different perspectives on the features of education and its management. Campbell has identified the following six factors that make educational institutions & their management a special case:

- Crucial to society, training ground for all other sectors
- Public visibility & sensitivity
- Complexity of functions
- Intimacy of relationships
- Staff professionalization
- Difficulty in appraisal

# 2. Leadership & School Leadership

- 21st Century is a period of unprecedented and transformative change, hence requires strong leadership.
- Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential." (Bennis)
- Leadership involves influence process in a group with a common purpose. Without influence, leadership does not exist.
- Leadership is a transactional process. A leader affects and is affected by followers.
- A process whereby an individual influences a group of individuals to achieve a common goal.

# …cont'd

- It is a process of influence among leaders and followers who intend real changes that reflect their mutual purposes (Appleton, 1999)
- It working with and through people.
- It is a process of giving meaningful direction to collect effort and causing willing effort to be expended to achieve purpose.
- It is a process of inspiring followers towards organizational goal achievement.

Leadership is taking risk to do what others are not willing to do, Its not about age or experience, its about the will to change the situation.



# Management vs. Leadership

## Management

- Focuses on things
- Authority delegated
- Focuses on means
- Control
- Focuses on operating results
- Direct
- Reactive
- Maintain status quo

## Leadership

- Focuses on people
- Personal ability
- Focuses on ends
- Inspire
- Focuses on vision
- Motivate
- Proactive
- Change oriented

# 3. School leadership

- School leadership is a process of influencing the behavior of school teachers so as to get their commitment willingly towards quality teaching.
- School leaders tend to improve teaching & learning, & students' outcomes indirectly & most powerfully through their influence on staff motivation, commitment, & working conditions.
- It is argued that effective leadership is important but not a sufficient condition for successful schools.

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## Challenges facing school leaders

- Ensuring consistently good teaching & learning
- Managing behavior & attendance
- Strategically managing resources
- Developing partnership beyond the school

# 4. School Management

- Educational management is a field of study & practice concerned with the operation of educational organizations including schools.
- Different models of school management have been developed.
- Worldwide the practice of educational management in general & school management in particular is influenced by: the growing complexity of school systems; the rising cost of education; increasing politicization of education (diverse interest groups); & modern technological developments (knowledge explosion).

# 5. School leadership & quality education

- In addition to creating access to education, strengthening the quality of education has become a global agenda at all educational levels & more so at the primary level.
- Quality is at the heart of any educational system. It influences what students learn, how well they learn, & what benefits they draw from their education.
- Quality education also ensures increased access & equality, & it is a fundamental determinant of enrolment, retention, & achievement.
- Low quality education is an endemic problem in most developing countries, including Ethiopia.

# …cont'd

- The term 'quality' is a relative and controversial term. In Ethiopian context quality has been viewed as 'fitness to purpose'
- Although the precise definitions of quality are indeed varied according to the local educational contexts of different countries, UNICEF (in UNESCO, 2005) recognizes five dimensions of quality:

  = the learners (healthy, ready, have supportive parents, have prior knowledge)

  = the learning environment (class size, physical elements, etc)

  = content (relevant curriculum, student centered)

  = processes (teachers, assessment & evaluation)&

  = outcomes

# …cont'd

- In sum, quality in education is concerned with the input, process, & output aspects of an education system.
- Hence, the improvement of quality learning depends on the capacity of school leadership to work with teachers, parents, & students.
- The term school leadership came in to currency in the late 20$^{th}$ century for several reasons: demand for high level students' achievement, expectation of school improvement & reform; calls for accountability at school level.

# …cont'd

- The concept of leadership was favored because it conveys dynamism & pro-activity unlike management & administration that connote stability through the exercise of control & supervision.
- The phrase school leadership is often used collectively to include school principal, vice-principals, supervisors, & some times teachers, school board or any other group playing governance, managerial, or administrative roles in the school.
- In any case, nowadays the role of school leadership is changing from the role of administrator to a role focused on leading learning.
- Achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries.

# …cont’d

- At the centre of strategies for accelerating the achievement of quality education is effective leadership at all levels of school system.
- The most important factor in the success of a school is the quality of its leadership.
- One of the most important characteristics of an effective school is its leadership.

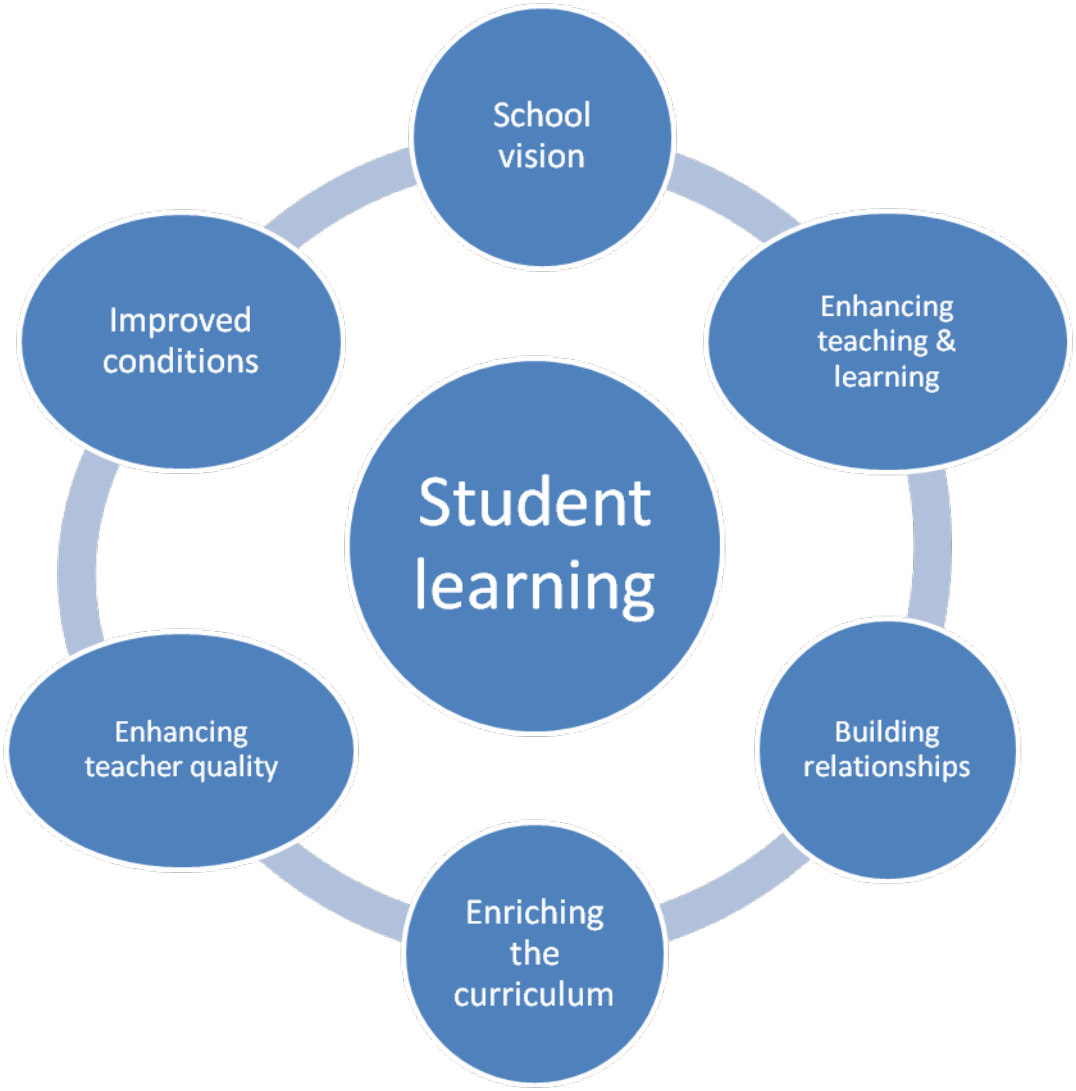
# 6. Challenges in education quality improvement

- Insufficient preparation & trainings
- Limited School autonomy
- Lack of support
- Weak collaboration of stakeholders
- Lack of understanding among implementers & others
- Unclear role of stakeholders
- Less commitment of teachers & school leaders
- Attitudinal problems, considering as a political role
- Accountability for outcomes
- Absence of sustaining good practices

# 7. Key Functions of school leaders

- Defining vision, values & direction
- Improving conditions for teaching & learning
- Redesigning & enriching curriculum
- Building staff capacity/enhancing teachers' quality
- Building relationships among the school community
- Empowering teachers (distribution of leadership)
- Cultivating leadership in others
- Improving instruction (by encouraging continuous professional learning)
- Managing people, data & processes.

# …cont'd


School vision
Enhancing teaching & learning
Building relationships
Enriching the curriculum
Enhancing teacher quality
Improved conditions
Student learning