



## New Approaches of Educational Leadership

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### Abstract:

*The 21<sup>st</sup> Century brings new challenges and promises. The challenges of leadership are even greater. A leader is an individual (or a set of individuals) who significantly affects the thoughts, feelings, and/or behaviors of a significant number of individuals. Most acknowledged leaders are "direct". They address their public face-to-face. A leader creates change. Leaders do not create lasting results by demanding compliance from others. It might work in the short term, but not in the long run. A school is more than an educational institution; it is the blue print of the future generation and a future society. Schools help establish communities. The leadership in schools should be a driving force in reforming the society, and this very important and difficult task can be accomplished through the team-effort of all those involved in leadership, the school board and the principal. Today the principalship is dynamic, complex, and demanding. The leadership must "appraise the present, anticipate the future, and help develop a school vision in collaboration with the various school stakeholders (Speck, 1999). Schools can be the change agents in reforming the society and promoting the community. It is not sufficient to bring into schools the latest in technology and science, what is more important is to intertwine this with the moral fabric. What then should be the leadership model for school principals? It is the model, which complements the latest in science, technology, and education.*

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**Keywords:** *Approaches, Educational leadership*

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### 1. Introduction

The 21<sup>st</sup> Century brings new challenges and promises. The challenges of leadership are even greater. A leader is an individual (or a set of individuals) who significantly affects the thoughts, feelings, and/or behaviors of a significant number of individuals. Most acknowledged leaders are "direct". They address their public face-to-face. A leader creates change. Leaders do not create lasting results by demanding compliance from others. It might work in the short term, but not in the long run.

A school is more than an educational institution; it is the blue print of the future generation and a future society. Schools help establish communities. The leadership in schools should be a driving force in reforming the society, and this very important and difficult task can be accomplished through the team-effort of all those involved in leadership, the school board and the principal. Today the principalship is dynamic, complex, and demanding. The leadership must "appraise the present, anticipate the future, and help develop a school vision in collaboration with the various school stakeholders (Speck, 1999). Schools can be the change agents in reforming the society and promoting the community. It is not sufficient to bring into schools the latest in technology and science, what is more important is to intertwine this with the moral fabric. What then should be the leadership model for school principals? It is the model, which complements the latest in science, technology, and education. This is the model, where the leader:

- *Leads the Way*
- *Enriches the Vision*
- *Assesses his/her Actions*
- *Develops civilization*

- *Energizes the Heart*
- *Responsible for Action*

## **2. Lead the Way**

A leader clears the path and leads the way; he must be able to appraise the present, anticipate the future, and collaborate with the school's stakeholders to lead the vision. Whether it is in the dark or on uncertain path, it is the leader who takes the initiative to lead with courage and perseverance. Throughout the daily functioning of the school the principal must look, reflect, and understand the critical importance of the leadership role. The principal's leadership can nurture ongoing need for developing a learning community for students, teachers, and parents. It is the principal who can make the entire school a learning community; the school is the driving force to reform a society.

### **2.1 Enrich the Vision**

Leaders inspire the vision; and vision is "a clear, concise, and simple statement of what the organization is trying to accomplish and what you want it to become. It is the tool, which guides people as they shape plans for their teams, departments, or individual objectives. By expressing a vision, leaders create a focus on the future in which people want to participate" (Capezio & Moorehouse, 1996). A vision can be extremely motivating and can give a powerful image for the followers to get on the bandwagon; on the other hand it can make the organization become stagnant. A vision needs to be very clear and focused – not vague and ambiguous.

### **2.2 Assess the Actions**

Leadership is a trust. Hence, a leader has to hold himself/herself accountable for all his/her actions. From building trust to taking ownership; from monitoring and assessing academic progress to moral and character development; and from determining the ability for change and planning to show appreciation and celebration of accomplishments, all requires sincerity and accountability of actions.

### **2.3 Develop Civilization/Energize the Heart**

Once the vision is inspired, this dream needs to be put into reality. The leader has to encourage its followers by strengthening it with the ingredients idols. It is the inspiration of all actions and the root of all causes for the actions. The inner consciousness of one's responsibility and duty towards the creator, the attitude of the heart. It is the guiding force towards all the actions and the underlying philosophy of education. This ultimately develops oneself and finally the civilization.

### **2.4 Responsible for Actions**

Although the process of inspiring the vision, strengthening the faith, leading the way, and assessing the deeds may be very time consuming and extremely difficult; it is the pre-requisite for the final stage which is to mobilize the community. Empowering and enabling others to act to contribute towards a better civilization should be the goal of every school leader. As a leader, the principal not only has to motivate its school community of parents, teachers, students and board to help reach the school's goals; but more importantly it should be able to mobilize the community to accept and believe in the vision of the school, which is largely to contribute towards a better society and a better world. The principal should be able to inspire its community to collaborate the school's effort in building the community.

The school in its final goal should help in promoting a community. "The role of the principal is pivotal because it involves putting the beliefs of the principal as an educator into action to achieve student and school success. As a leader, the principal must be able to appraise the present, anticipate the future, and collaborate with the school's stakeholders to develop a school vision that will yield a learning experience for all members of the learning community" (Speck, 1999).

**Different Level of role and function of Principal  
The Principal as a Manager**



**Basic Level**

Student Conduct	Budget	Supervision of Personnel	Regulations & Policy	Time Management
Has a discipline policy in place	Meets the basic operating needs of the school within established budget guidelines	Implements basic summative evaluation procedures as mandated by the Board	Relies on support and guidance of super ordinates and colleagues to interpret regulations and policies as they relate to the daily operations of the school	Devotes available administrative time to immediate administrative tasks and daily occurrences



**Intermediate Level**

Student Conduct	Budget	Supervision of Personnel	Regulations & Policy	Time Management
Strictly adheres to and enforces the school discipline policy	Seeks input from staff in setting some budget priorities	Incorporates aspects of formative (growth oriented) supervision into personnel appraisal practices	Demonstrates an awareness of procedures, policies, regulations, and acts when these impact on the daily operations of the school	Is aware of the need to identify priorities and develop time management strategies



**Advanced Level**

Student Conduct	Budget	Supervision of Personnel	Regulations & Policy	Time Management
Uses school discipline policy to develop a sense of responsibility and problem solving skills among students	Involves the staff in setting budget priorities	Uses a variety of supervisory techniques to support and promote staff development in a manner sensitive to individual need and organizational purpose	Is knowledgeable on the subject of the Education Act/Regulations and Statutes, and such knowledge is reflected in school-based plans and goal setting processes	Develops a time management plan, with support of staff, to facilitate the effective operation of school



**Expert Level**

Student Conduct	Budget	Supervision of Personnel	Regulations & Policy	Time Management
Has collaboratively developed policies, procedures and in-serviced the general school community to ensure that all students are respected and learn to accept responsibility	Implements a collaborative process to develop school budgets which reflect accountability, long term planning, efficiency.	Integrates practices, carefully selected according to need and purpose, with personal and professional growth plans of staff achieve school goals.	Integrates the requirements/priorities of the Education Act/Regulations and Statutes into the daily operation of the school in a manner consistent with the school, vision, goals, and priorities	Develops and uses a time management plan to focus the use of personal time, as well as staff resources, towards the achievement of short and long term school goals

**The Principal as Visionary**

**Basic Level**

Vision Development	Vision Derived Goals	Communication of the Vision	Change Agent	Culture
Possesses selected or isolated ideas and views which may become the components of a vision	Possesses a set of goals derived from Ministry and Board expectations	Shares selected ideas and views with the teaching staff	Senses a need for change within the school	Responds to traditional cultural norms such as orderliness, academic achievement and co-curricular participation

### Intermediate Level

Vision Development	Vision Derived Goals	Communication of the Vision	Change Agent	Culture
Formulates, and articulates for the teaching staff, a vision for the school	Develops school goals consistent with the principal's articulated vision	Shares a vision for the school with the staff	Initiates changes based on the principal's articulated vision	Works to establish a school culture which supports the principal's vision for the school



### Advanced Level

Vision Development	Vision Derived Goals	Communication of the Vision	Change Agent	Culture
Collaborates with the teaching staff to articulate a school vision which provides purpose and direction to school affairs	Works with the teaching staff to develop school goals which reflect their collaborative vision	Interacts with the teaching staff to obtain feedback which may serve to redefine, redirect or prioritize school initiatives	With teaching-staff, develops, implements strategies to effect such change required to realize goals	Encourages teaching staff to participate formulation, refinement of a school culture consistent with the school vision



### Expert Level

Vision Development	Vision Derived Goals	Communication of the Vision	Change Agent	Culture
Collaborates with representative members of the school community to articulate a vision which provides purpose and direction to school affairs	Collaborates with representative members of the school community to develop goals which reflect a collaboratively developed vision statement	Communicates regularly with the community, by various means; sharing information and obtaining feedback which may serve to redefine, redirect or prioritize school initiatives	Collaborates with staff to develop and implement strategies aimed at achieving school and community goals.	Establishes and maintains a collaborative school culture which fosters and encourages all school partners to be responsive, creative and visionary

### 3. Conclusion

The school leader has a gigantic task on his/her shoulders and a trust of building a healthy community. With the limited finances and resources of schools; with great diversity in cultures and traditions; with the lack of moral obligation in the stakeholders this is not easy task. It needs a collective effort from those who set the vision and those who are on a mission to fulfill the vision. A better approach to deal with the demanding challenges of principal-ship in schools is the Trustees & Administration Unit where a team of board members and administration work together to achieve the goals and vision of the school. This will facilitate the smooth functioning of the school and limit on the easy burnt out of a single person due to the great demands on stress and time commitments.

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