Strategies for Effective leadership in School Improvement

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Abstract:

Educational reform places a vital role on the effective leadership and management of schools. Particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.According to Notman and Henry (2010), effective principals use multiple leadership strategies for leading teachers to raised levels of student achievement.The paper identifies leader ship strategies that assist school improvement and healthier school environment. The purpose of this paper is to sketch out more precisely the relationship between leadership and learning. During the past decade, the debate on educational leadership has been dominated by a contrast between the transactional and transformational approaches.

Introduction:

A critical leadership skill for successful principals is decision making. When staff and line employees collaborate on decision making, leadership is imperative to substantiation, which affects the school (Crum, Sherman, &Myran, 2009).

Unfortunately there is a problem when reviewing the literature on educational leadership. It is that most commentators, certainly those writing during the past ten or twenty years, tend to conflate their own views about what leadership should be with their descriptions of what leadership actually is, and fail to discipline either position by reference to empirical research. This can lead us towards a somewhat mythical view of leadership that is often embellished by rhetoric. Consequently, transformational leadership is, as with many concepts in education, a somewhat plastic term. For the purposes of this paper I have selected, from our more comprehensive review, a few sources that capture the range of conventional wisdom on transformational leadership and that have adequate empirical support (Hopkins 2000).

So for example:

• On the issue of change, Cheng (1997) claims that transformational leadership is critical to meeting educational challenges in a changing environment, and Turan and Sny (1996) argue that strategic planning, like transformational leadership, is vision-driven planning for the future.

• Inclusion, Innovation, and conflict management have been linked to transformational leadership behaviors. Berg and Sleegers (1996) found that transformational school leadership plays a "particularly crucial" role in the development of the innovative ability of schools.

• According to research by Leithwood (1997), principal leadership exercised its strongest independent influence on planning, structure and organization, as well as on school culture and school mission

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The schools can impact positively on student outcomes is a crucial driver in the rise of interest in school improvement research and practice. These reviews highlight international examples of best practice in order to effect change and identify how effective school improvement manifests itself. It forms a useful tool for schools and school leaders, but also acts as a lesson for policymakers in terms of what works around the world**.**

What Elmore is arguing for is an approach to educational change that at the same time focuses on the organizational conditions of the school, in particular the approach taken to staff development and planning, as well as on the way teaching and learning is conducted. For these reasons I am attracted to the construct of instructional leadership. Leithwood and his colleagues (1999, p 8) define it as an approach to leadership that emphasizes "the behaviors' of teachers as they engage in activities directly affecting the growth of students".

The following are leadership strategies for school improvement.

(a) vision and purpose, (b) focus on student achievement and growth (c) school improvement practices, (d) consultation with teachers and community, (e) employment of quality staff, (f) promoting school climate (g) personnel support systems, (h) integration of different cultures.

Leadership Strategies for school Improvement

School vision must be support learning and growth of the Student. A comprehensive school programming process affords a symbiosis between curriculum, instruction, assessment, and implementation must polyexist within successful school environments. Intangible needs pertaining to the improvement of student achievement. Principal encourages teachers and administrators to understand how to achieve their vision by helping them generate a detailed word picture called an Innovation Configuration (IC) Map. "Frequently schools will select a program, and then they develop a very sharp and specific vision of what the classroom will look like when it is implemented,"

Student achievement is a predictor of school proximity and regulation. A recent study of 26 high-achieving, high-poverty schools in Texas bolsters decades of effective schools research. Effective schools exhibited the following characteristics: a strong focus on ensuring academic success for each student intensive and sustained efforts to involve parents community an environment of mutual respect and collaboration and a passion for continuous improvement and professional growth. Effective leaders improve the student outcomeson standardized testing. Standardized testing although on its own does not truly forecast a conclusivepulse of student achievement.

School improvement practices exemplify high utility and fidelity on addressing specific targets goals. Schools internally sample and specify areas of improvements feasibly apply an identity through data and assessment. The identification of school-wide improvements sets the stage for implicit, specialized initiatives. For effective school improvement, principals must closely intertwine and, with relevancy assess curriculum and instruction: theory,strategy, and implementation. In this process, we see cohesion, heterogeneous application among each agency. This then, provides transparency for the organization and staff members. Improvement strategy appropriate to each school by focusing all schools on the need to improve curriculum and classroom instruction and aligning all other school operations with that focus. To support these improvements, state and local leaders need to implement district-wide policies to create a safe environment for learning, help prepare young children to be ready for school, prepare teachers to carry out high-quality instruction, offer students challenging course work, extend learning time for students who do not meet challenging standards, and share current research on effective school improvement models.

Consulting with teacher's community predicated on decisions that prosperity influence the school builds interdependence among stakeholders. A group decision-making model is one of many components of distributive leadership. Successful principals seek to form partnerships with all key stakeholders acknowledging their perspectives. The consolation is an effect of respect that contributes to the school. More group resiliency and determination for a shared vision of the school will partake when ideas and insights are considered and received. Each stakeholder in some capacity is shaping and assisting the school's system

functionalities within different contexts .More importantly, the community accounts for a high majority of financial derivative needed to fund educational expenses.My experiences are that community members are open to be consulted, and it is the job of school leadership to bridge this gap by reaching out to them.

Hiring the right people and training them properly are the most effective ways to ensure the success of the organization. In this section, we will learn how to develop guidelines for the hiring and training process, while later sections in this chapter discuss how to use those guidelines to design a position and hire and train the best person to fill it.The hiring of quality staff members, although is difficult to truly predict and assess the quality of a staff member initially and if presumed ineffective, can preclude a negative embodiment-transference when starting the school year (Jacobson, 2005). So much of effective implementation of curriculum and instruction necessitates with school leaders and teachers setting a persuading rhetoric,. The hiring of quality staff in turn creates a conducive learning environment that confirms the leadership skills of the principal. By so, the hiring principal can demonstrate a proficient level of assessing teacher skills and capacity.The principal has the power to begin leadership deliverance during the interview process.Within the interview, the successful principal should be able to efficiently detect a strong candidate and a weak candidate as well.The importance ofhiring quality staff is highly attributable to the success of schools.Most keenly, the poor identification of one quality staff member can reach out to many and, ultimately divulge from the school and group dynamics and, further inhibit progressive admonitions of school leadership and staff.

Direct Support systems are groups, committees or designated instructional coaches or itinerants that provide professional development, instruction, or training for staff members. For example, school hire instructional coaches to assist teachers with operant are related to the academic and social/emotional success of their students. Indirect support systems are resources from administration, teachers, or support staff in the form of informational data. For example, formulae of indirect support systems are school report cards that provide data about testing and other data of scalability (i.e. years of teaching experience, percentage of teachers with higher degrees) and student forms of data, (i.e. performance on different types of state standardized testing.

The integration of different cultures enhances school diversity (Nir, 2001).Thematic consternations valuing and embracing differences supports the overall success of schools. Include, as such themes as recognizing the basic value andrights of each individual, taking the standpoint of others into consideration, deliberation in making decisions, embracing plurality and difference, and promoting equity and social justice (Moller, 2006).The rights of each individual to accept differences and orientate with other staff an acceptance of diversity sets up the stage for effective relationships which leads toa cohesive school environment. The counter argumentation of self when communicating, along with acknowledging other's views proves to be helpful in opening stereotypes linked to self, other people, and the school. Plurality, the voice for exceptionality, to relinquish egotistical semantic traits, explores the differences not only in absolute identification, but in all ideological syncretic intelligences. Such differences in eye color, dress, tone, persona, charisma, perspectives, and much more elevate epistemology to reexamine the basic affect of learning (Hajisoteriou&Angelides, 2014). Effective organizations, including schools, should make building culture part of a planned strategic effort. Most school improvement plans concentrate on academic achievement goals, decisions about academic focus, deployment of instructional models, and teaching techniques and curriculum tools. Most school improvement plans therefore aspire to create academic focus, an academic sense of responsibility, intensity, and urgency—that is, an "academic press" (Lee & Smith, 1999). Academic press is absolutely necessary, but not sufficient to operationalize the mission of the school. We believe that no school improvement effort will be effective, maintained, or enhanced unless school culture and academic press are both addressed and aligned. Both developing school culture and creating academic press are necessary, but neither is in and of itself sufficient.

We suggest that these two elements of school effectiveness must be integrated and unified. Heretofore, researchers have referred to two curricula operating in the school. The first is the academic curriculum, which has been described as the objective, explicit curriculum of the school. The second is school culture—the implicit curriculum of the school.

Conclusion:

Leaders must exhibit a strong sense of self-being within school and community eliminating the inclination of self-regard or admiration. The effective leader denotes an embodiment for the external contingency of the group in this case is the school and community members. In this short paper I have argued for a style of leadership that is consistent with raising levels of student achievement and growth From this perspective, instructional leaders are able to create synergy between a focus on teaching and learning on the one hand, and capacity building on the other. In developing the theme of this paper I critiqued transformational leadership styles as being necessary rather than sufficient for the purposes of school improvement. Raising the levels of student achievement and learning in our schools, then we need to research and develop, more than ever before, styles of leadership that promote, celebrate and enhance the importance of teaching and learning and staff development.

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