ED 402 Assignment

1. Your understanding of leadership.

Management has its start point in the organization. It is taken to involve the conduct and evolutionary development of an institution and its staff, by means of rational decisions and performance monitoring underpinned by information systems, policies, procedures and plans.

Leadership has a start point in the people within the organization. It is concerned with getting their willing cooperation and contribution towards organizational goals and with meeting their needs as individuals.

‘Managers’ exist at all levels of the organization, so that can leaders be found at all levels. The latter do not necessarily depend on a formal role position.

Both activities, leading and managing are required. The balance between each activity varies both from time to time and also from the position of an individual within an organization.

Management and leadership exist as poles of activity along a continuum does not have any bearing on the argument presented. Incorporation and the essential need to run an efficient and effective organization have made it inevitable that there has been an emphasis on the top levels of colleges and upon the managerial activities of senior management. Leadership has always been required at that level. Our interest lies in improving the impact of leadership activity at lower levels in colleges. These lower levels are those at which course organization and delivery by a group of staff is the key activity.

Leadership can give us raising achievement .If leadership is to have a more direct impact on student achievement than is the case with the mediated leadership activity of senior post-holders, then this lower level may be the one level to examine in more detail. Teacher are also leader as well as manger, they lead their student so they study educational leadership. They also train their pupils how to lead in their engineering field.

Educational leadership is more important in recent years. So we need to train particularly within an educational context. We prepare an outline of a number of models of educational leadership, or approaches how to learn leadership.

In curriculum, we include a description of the key behaviors which are associated with effective leadership. Leadership roles within organizations are very important to raise the work well and get good achievement and profit. The teacher, who have leadership, can lead the students how they learn to their outcomes in engineering practice.

I think leadership, that is the methods how we manage our work with other person in order to success. In educational leadership is popular in recent years, so we try to lead our pupils for their educational gains. In Myanmar engineering field, is going to Outcome Base Education (OBE), therefore educational leaderships is important for us. We decide to rational decisions and performance monitoring for all of staff, and the leader/manager make division of staff to work. Then the leader need to check all the staff do their work well or not.

2. How do you develop leadership and effective management?

Leadership is a process of influencing .Leadership can be exercised by people in organizations. Leadership is implies. Leadership involves the achievement of goals or objectives.

**Instructional leadership**

It focuses on the development of behaviors that directly influence teachers in their relationships with students and, in particular, the planning and delivery of teaching and learning.

**Transformational leadership**

Idealized influence – the ability of the leader to gain the trust, respect and support of those being led. This might otherwise be termed charisma which brings it close to the traits concept of leadership.

Intellectual stimulation – a culture of challenge and questioning where individuals are constantly encouraged to reassess both ways of working and the values of the organization including those of the leader.

Inspirational motivation – the ability to inspire and focus the attention of individuals on the achievement of shared goals, often using imagery and symbols.

Individualized consideration – the support that is available to individuals to allow them to develop in order to meet new challenges and goals.

**Moral leadership**

Moral leadership is based on the assumption that educational and other organisations operate within a framework of absolute values. The leader’s role is to:

● influence the adoption of a clear set of organizational values

● manage conflict over the interpretation of basic values

● commit others to the values that leaders themselves believe to be good.

**Participative** **leadership**

Participative leadership is in common with moral leadership, participative leadership emphasizes consultation and the importance of the decision-making processes of the group.

Participative leadership can be seen as leading to:

● better quality decisions

● greater consensus and acceptance

● better understanding of the decision by those responsible for implementing it

● the development of decision-making skills throughout the organization

● enhanced motivation and job satisfaction for staff involved in decision-making

● resolution of conflict and the development of the team.

**Managerial leadership**

This model of leadership is strongly evidenced in further education.

Teams and team working- are important in the model, and the leader’s primary responsibility is to balance the needs of the team, the task on which the team is engaged, and the individual needs of team members. The leadership role is strongly associated with the team leader rather than any of the other team members and there is therefore an emphasis on leader training and skills development.

Contingent leadership- is closely related to the managerial leadership model is contingent or situational leadership. Leadership is viewed as situation ally focused in the contexts for decision-making require different leadership responses. Leaders therefore need to master a range of leadership practices including the development of different leadership styles that can be adopted in varied settings.

Organizational learning -The concept of the learning organization developed during the late was that just as individuals have the capacity to continually learn, so too do organisations.

This new type of organization requires a new type of leadership – one in which the purpose of leadership is to build organizational capacity for learning.

The leader has three important roles to perform:

● As designer, the leader’s role is to design the organizational learning process so that people are able to solve problems and achieve personal mastery. This requires new leadership behaviors including coaching, mentoring and helping others to learn.

● As steward, the leader has a responsibility not only for developing a personal vision for the organization but ensuring that the vision reflects the common aspirations of others working in it.

● As teacher, the leader’s role is not just about coaching and supporting individuals but more importantly about developing ‘systemic understanding’ – the ability to see how the various parts of the organization fit together and inter- relate, and how learning can be transferred from one section or from one situation to another .

Eg. I think the leadership and management are parallel ways in every field. We thought that we success our profession, we all are try to good management.

3. How do you lead others?

Administer is maintained focuses on systems relies on control .They intent how, when and what, why all staffs and collaborate are done well on their works. Members including managers are believed their work is successful.

All staffs and workers are accepts the status quality and obeys orders without question by their manager. Managers are trained to operate within the culture and religion. The ability of the leader to gain the trust, respect and support of those being led.

**The leader have these competencies -**

First, leaders need to set the direction for the organization, which incorporates a vision of the future.

Second, effective leaders are influential examples and role models because they are aware that people are more influenced by what they see than by what they are told.

Third, they are effective communicators, both in communicating the vision, and also inspiring their people in such a way that it causes an emotional effect.

Fourth, provided that the leader is convincing, followers will want to be part of the operation and work towards the common goal themselves. This process is one of alignment.

Fifth, effective leaders bring out the best in people. This involves a holistic approach which embraces motivation, empowerment, coaching and encouragement.

Sixth, leaders need to be proactive in a situation of continual change. In effect, they become change agents.

Seventh attribute is the ability to make decisions in times of crisis and for the ambiguous.

The business of leadership are the skills required to lead effectively at all levels, in the appropriate style, in order to add value to an organization. In addition, these competencies enable leaders to make significant improvement to the performance of their organizations.

Effective communications Part of the process of creating understanding is effective communications. It is particularly difficult when managing change, because leaders are often struggling to clarify their own thinking as well as trying to communicate a clear message. Unless there is clarity of thought, there is a danger that leaders will give a mixed message, which can lead to confusion. The important first step is to have a clear strategy right from the outset. Once the general way forward is clear, it is essential that the senior management team maintain open communications with every individual in that group.

We are leading to participant to get the better quality decisions, understanding of the decision by those responsible for implementing it and greater consensus and acceptance of the development of decision-making skills throughout the organization and enhanced motivation and job satisfaction for staff involved in decision-making

4. How do you motivate others?

Unlike industry and business, education has traditionally paid very little attention to 'motivation' and job satisfaction. Although pupil motivation issues gain increasing attention, most studies of teacher motivation concentrate on the new teachers rather than what calls the evolution of motives which comes later in teachers' careers.

The measurement of institutional and individual performances is becoming a major focus, a key question for heads and other education managers is

1) how they can help colleagues to give their best

2) how can they help to 'motivate' them?

Concepts of teacher professionalism and teacher autonomy have acted as a brake on management development in schools and colleges, contributing to a lack of concern over motivation.

Human resource management (HRM) has made motivation increasingly important in the management of education. This changing focus is partly due to economic imperatives, the pace of change and altering organizational structures. We are business or education:

• increasingly devolved responsibilities to smaller, self-managing, autonomous work groups, where each individual counts and ideally, highly valued;

• a global focus on entrepreneurialism, competition and the market, bringing down-sized organizations with leaner, flatter hierarchies, setting a premium on safe, long-term and permanent jobs as well as providing new challenges;

• increasing emphasis on efficiency, economy and value for money, stemming partly from increasingly sophisticated technological developments bringing the threat of deskilling or redundancy for some and opportunities for others.

Given that education is predominantly a people business, motivating others students or staff who is a key skill and major priority. Heads of primary schools have liked by some to the heads of small businesses need to maximize both individual and organizational potential, a task which can be very difficult where the institutional does not support,

Eg. Incentive payments for additional curriculum responsibilities. Industry or education managers are confronted with the need to the best motive the colleagues the constrained resources and what seems like endemic, give awareness how to success our goals. We recall what our own motives were for taking our first job. We motivated towards becoming an education manager. We have reality fallen short and how this is important related to aspects of motivation.

The concept of motivation is probably the most confused, confusing and poorly developed concept in organizational psychology. Like theories about management and leadership, motivation is a contested concept with no agreed, single definition: it is multifaceted and has been described as comprising all those inner striving conditions described as wishes, desires, drives in inner state that activates or moves individual.

5. How do you lead the effective teams?

The concepts of 'teamwork' and 'flatter hierarchies' are often portrayed as essential ingredients in the restructuring of education. While these features have become acknowledged cornerstones in business practice, they are increasingly recommended as key levers for maximizing school improvement and effectiveness.

Teams are in many respects essential building blocks in developing organizational efficiency at a macro level, whether in educational institutions or businesses.

Teamwork has become very much part of the rhetoric of education - even if cynics sometimes argue that the rhetoric fails to match the reality. This view may stem partially from the difficulties faced by educational institutions attempting to establish a delicate balance between promoting holistic institutional development through team-based efforts and maximizing individual potential- whether in pupils, students, teachers, support staff or managers.

While asserting that if we are to understand groups and teams we need first to understand individuals,

Five reasons why individuals participate in them:

• to share in a common activity;

• to promote a cause or idea;

• to gain status or power;

• to have friends and 'belong';

• because it is part of their job.

Early inspection reports articulate the centrality of clearly defined organizational aims, demonstrating how they should guide the practicalities of educational development planning. A strong emphasis is placed on leadership and the collective responsibility of all stakeholders in promoting organizational effectiveness.

Responding to both the internal and external pressures affecting school development does, however, require an understanding of teamwork and team leadership roles in planning, implementing and evaluating.

For example, managers' exercise team membership and leadership shows that a clear understanding of role and function promotes successful schooling.

We have used the terms 'group' and 'team' interchangeably. Some refining of ideas is essential before we move on to consider team development issues.

There are six key factors which make up a group**:**

1) A definable membership.

2)Group consciousness.

3) A sense of shared purpose.

4) Interdependence.

5) Interaction.

6) Ability to act in a unitary manner.

This provides us with a useful starting place for examining the work of groups, since it embraces several cardinal elements in group management.

The teams of over ten and under three perform less well. In smaller teams it is more difficult to bring together the range of leading effective teams skills and approaches that lead to the significant enhancement of problem- solving, creativity and enthusiasm found in teams of five to seven people.

Although numerous management theorists have attempted to identify how groups and teams develop over time, it is difficult to track a group's leading and managing movement from initial unclear and ambiguous relationships towards more stable, integrated relationships and structures where norms and behavior appear to be understood by all team members. Consequently, issues of team building and team development have become important research drivers in business because of the potential impact that team cohesiveness has on task achievement.

6. Your effective communication?

Effective communication is essential for effective management. Comunication has meaning beyond mere words and is a key attribute possessed by successful leaders.

Schools and colleges communication skills are still perceived as weak:

Communication is complex and in many schools is ineffective.

Good communication in education is vital, not simply because it is a complex and multifaceted process.

It occupies so central a role in both teaching and learning processes and in the task of leading the educational mission.

The meaning of leadership behavior and events to teachers and others is more important than the behavior and events themselves. Leadership reality for all groups is the reality they create for themselves, and thus leadership cannot exist separate from what people find significant and meaningful. Because the nature of factors affecting communication.

State of mind at time of initiation Language and emphasis relationships, emphasis (body language).

Communication has such an impact on relationships, task definition and focus, there is considerable potential for complexity and misunderstanding in everyday communication. We begin by examining the nature of communication and then examine its role in motivation and facilitating group relationships. Communication is about both content and process, about ideas and strategies, and about the way thoughts link with action . If what we say as leaders or managers is to be effective, it needs to be consonant with our non-verbal communication and body language.

Major communication barriers include:

• hearing what we want to hear;

• ignoring conflicting information;

• being aware of our perceptions of the communicator;

• recognizing that words mean different things to different people;

• acknowledging that there is often little awareness and understanding about non-verbal communication

These difficulties can be minimized by following basic (and in truth often seemingly obvious) communication depending on the particular circumstances. while the rules may appear simple, their applica- tion can often become a highly complex matter.

Eg, recommended to communicate

• in clear, unambiguous, short and simple ways;

• in a style which is acceptable and understandable;

• in ways which ensure that requests for action are easy to understand and execute;

• in ways which show concern for others;

• in consistent ways.

In our university, communication is important because our rector invited the international students, who are join our student for promoting their knowledge. But we faced communication problem our students can’t speak in English well. So we need to force to them to join English language class and open speaking class in University.

7. Your organizational cultures.

Many schools and colleges might appear to have changed little over the past half century, recent policy initiatives have undoubtedly generated significant organizational changes. Although recent education management policy developments have often generated an increased understanding of the linkages between organizational structure, role and salary, they have also increased anxieties about the impact of organizational structure on employees.

Organizations as complex systems which consists of four elements, each interacting with the others and with the external environment:

• Technology and control: techniques for controlling and processing information, e.g. accounting. • Structure: patterns of organizational authority, responsibility and communication.

• People: attitudes and interpersonal relations.

• Tasks: problem-solving and improving organizational performance.

Organizational structure is often represented formally, e.g. through an organization chart which, theoretically, distinguishes between a tall hierarchy (more bureaucratic, with more organizational levels) and a flat hierarchy (more democratic, with fewer organizational levels), and indicates the span of control.

The point,that we need to explore the range of working relationships within organizations. The way concepts like authority, responsibility and account- ability are interpreted will influence our understanding of organizational life. So we should understand the definition of

• Authority: a form of power where the actions of others are ordered through commands, which are effective because those being commanded accept this arrangement as legitimate.

• Responsibility: an obligation placed on a person occupying a specific position.

• Accountability: when followers perform given tasks because they are members of an organization. Accountability requires that each person reports on how he/she has discharged the responsibilities given.

There three people relationships are identifiable for our organization:

• Line relationships: between leader/manager and follower (e.g. head and deputy head).

• Staff relationships: between post holder and support services (e.g. teacher and special needs coordinator).

• Functional relationships: between members of the team in fulfilling a task (e.g. the assessment working group).

The organization may then be classified as one of four 'types':

• Traditional: low social cohesion, high social control (custodial, formal).

• Welfares: high social cohesion, low social control (relaxed, caring, cosy).

• Hothouse: high social control, high social cohesion (pressured, controlled).

• Anomie: low social control, low social cohesion (insecure, alienated, at risk).

For an agreed vision and shared vision to have any value or meaning, it is essential that the organizational atmosphere is conducive to participation and consultation.

In our university we take survey for employee satisfaction that indicate for our organizational culture and will give to good communication.

8. How do you perform managing change and creating opportunities?

Educational management is inextricably linked with change: indeed, we might say that effective management equates with productive change. In a context increasingly driven by political concerns to meet the needs of a Learning Society and Learning Age and to deal with global economic challenges, change management skills are crucial. Problems often arise, however, when change is resisted because it seems revolutionary and threatening rather than evolutionary and natural. Educational change is often made more difficult because, they has argued. The school system is exceedingly strong in its ability to generate and sustain its own policies. The continuities are far stronger than the changes.' Consequently, leading organizational innovation is a complex enterprise and man aging planned change becomes a challenge to both leaders and followers.

To understand educational change we need to develop an overview of the sources and purposes of change along with a clear picture of who actually benefits. In particular, he asserts that we need to learn two lessons:

1 That educational innovations should not be taken for granted: they are not ends in themselves.

2 That educational change has often been of first order rather than second order change, i.e. has focused on improving what already exists rather than altering the fundamentals.

It has been argued that the traditional style of management is inappropriate for today's organization. A more flexible, responsive leader displaying high trust, participative management styles is needed to replace the autocratic, individualized, competitive leader who was found to be effective in the past.

Educationalist suggests that we need change in four basic ways:

• **Change by exception**: where our belief system remains secure but allows for the exception which proves the rule.

• **Incremental change**: where change is so gradual that we are unaware it is occurring.

• **Pendulum change**: where, periodically, one approach is abandoned in favour of another.

• **Paradigm** **change**: where insights and new information facilitate new forms of understanding or an integration with earlier understandings to create new perspectives and interpretations.

**The centre periphery model.** Where change ideas are generated centrally by task teams and then disseminated out to the system/organization as recommended good practice. A model often used when standardized curriculum packages are needed or in curriculum reorganization situations.

**The proliferation of centres model.** Where ideas/strategies are generated rapidly in various locations across the system/organization in response to particular challenges or needs. This approach has characterized professional development strategies used to introduce teachers to new ways of delivering a given curriculum initiative.

**The learning systems network model.** Where ideas are continuously modified and information is networked rapidly across the system/organization. This model is apparent in the work of innovative subject departments and in action-research staff development, where in-class experimentation in curriculum delivery is then shared among the whole staff.

Eg. In our university we would like to change curriculum to reliable for credit 120 units but all of the staff are not understand how to change the curriculum so we must give awareness and persuade them, we will change that year by year .We change slowly progress and explain that changing lead to our gold of outcome base education.

9. Your participation in educational improvement, inspection and effectiveness.

Inherent tensions are now becoming clear between central government's advocacy of higher standards for all pupils and the criticism that this dictum fails to acknowledge that schools vary in terms of intake, socioeconomic context, resourcing and levels of local expectation. Despite tendencies to describe school effectivenes in global terms, we need to distinguish between three allied concepts:

• School effect: the overall impact of schooling on achievement, usually on a large scale.

• School effectiveness: the impact of the various factors present in a given educational context, usually in a school or group of schools or colleges.

• School improvement: the strategies through which research findings are used to initiate change, again often in a school or group of schools.

The two sets of 'pressure' face schools endeavoring to be effective: one internal (students, staff and organizational culture), the other external (the school in the wider local/national community). Both kinds of pressure influence perceived aims, processes and leadership.

External pressures stress the need: changing and learning -

• for resources (there are never enough);

• to improve, especially when national targets are at variance with local needs;

• to undertake increased administration in order to support identified targets;

• to conform to the plans (which bring together school-the improvement strategies);

• to meet local community expectations to maintain recruitment;

• to bid for additional financial support (locally or nationally) to support innovation.

Internal pressures stress the need:

• to motivate staff confronted by external pressures;

• to maintain the impetus for educational improvement and professional development;

• to retain students, despite problems;

• to plan, allocate and evaluate resources effectively to support improvement;

• for a curriculum which stimulates all students.

School effectiveness are comprised follow

1 A good school ethos.

2 Good classroom management.

3 High teacher expectation.

4 Teachers as positive role models.

5 Positive feedback and treatment of pupils.

6 Good working conditions for teachers and pupils.

7 Pupils given responsibility.

8 Shared staff-pupil activities.

In one or more school improvement, with the ultimate aim of accomplishing educational goals more effectively. The factors identified in school improvement research are probably so context bound that they are not readily transferable. The evidence: are

• the possibility of training leaders;

• the value of assessment procedures in securing progress;

• the modification of the school climate as changes develop;

• the possibility that the organizational structure itself may promote or inhibit improvement.

Especially about the impact of three politically motivated tinkering devices:

Educational improvement, inspection and effectiveness

• education as a market commodity;

• judgement simply on specified outputs;

• the publication of results to enhance the marketability of schools and colleges.

He questions the self-renewing capacities of schools, suggesting that school development planning rather than enhancing school improvement via its culture may lead to mechanistic approaches to improvement.

Consequently, while the inspection framework offers guidance to schools on improvement strategies, the inspectorate's role is not (advisory', e.g. through providing working plans as supports for improvement. Although one of reporting aims is to help schools move towards improvement through a rational system, evidence from early inspection reports indicates that inspection tends to inhibit or constrain schools from adopting their own philosophy and cycle of auditing, planning, prioritizing, implementing, monitoring and evaluating. Many teachers and heads remain sceptical about the link between rational planning and school effectiveness. There is, however, evidence in early reports analyzed by multiple regression techniques that: strong links exist between schools which pursue rational planning procedures and high scoring attributes for school quality overall and the quality of teaching and learning; schools which have developed rational planning within departments, as well as at whole-school levels, are also more likely to be successful; pupils background.

10. Your activities in leading and managing in learning organizations.

Outlin the perceptions which seemed to frame traditional conceptions of teaching and learning. The characteristic of what, nowadays, we might call a teaching organization rather than a learning organization:

1 Teachers possess the knowledge; pupils are the recipients.

2 Teaching imparts knowledge to pupils; tests and examinations measure how much they have received.

3 Teachers possess power; pupils obey.

4 Classrooms operate through teachers authority.

5 Pupils cannot be trusted; they do not work satisfactorily unless teachers control and check them.

6 Pupils are best controlled when in a state of fear.

7 Democracy is explained but not practised in classrooms; pupils do not formulate personal goals but have them determined for them.

8 The intellect rather than the whole person is central; emotional development is not necessarily part of learning.

Our schools first need to be re-designed. But education will not finish with school, nor should it be confined to those who shine academically at 18. Learning, too, as we have seen, happens all through life unless we block it. Organizations therefore need, consciously, to become learning organizations, places where change is an opportunity, where people grow while they work.

The learning organization means two things:

• an organization which encourages learning in its people;

• an organization which itself learns.

Teachers are also the leader to show the way of critical thinking. Teacher help student and encourage let them to think and create their own.The main barriers to creative thinking are:

• allowing the mind to become conditioned into following a dominant and often totally logical - pattern;

• restricting free thinking - thinking the impossible - by rigidly drawn boundaries;

• failing to examine the basic assumptions which may hamper new ideas;

• reducing ideas to either/or when elements of both might be used;

• using logical structures which might be constricting;

• tending to value conformity rather than imaginative thinking;

• fearing that suggestions might lead to being put down by others.

The manifest purpose of the teacher's role performance is to produce learning in students, but this cannot happen directly. The best the teacher can do is to induce students to engage in activities deemed instrumental in the covert psychological processes he hopes to affect ... opportunities for slippage are enormous.

Education organizations are different from commercial organizations because 'teachers perform multiple roles ... an important factor in distinguishing schools from other organizations'

Educational leadership and management cannot be confined to the classroom and staffroom and calls for a synoptic view of management, where:

• promoting learning is the focus of management;

• management training improves teaching quality and raise levels of attainment;

• school management has an evidence base from studies of school excellence which can support improvement;

• managing teaching and learning through the curriculum involves paying attention to breadth, balance, continuity and progression.

I am a teacher so my responsibility of leading and managing in learning organizations is the central role in organization. We lead the students how to learn and good mannar and manage in not only classroom but also in organization, and let them to do in all humanity and socially.

11. Your responsibility in managing staff and promoting quality.

The growing complexity of educational institutions means that even relatively small schools may incorporate multilayered, interconnected roles and responsibilities, exemplified by a variety of working cultures and practices. All this means that effective staff planning and development are essential prerequisites for achieving and maximizing organizational goals. This examines specific aspects of people management (or, in management-speak, human resource management) and its influence on achieving organizational aims.

Good practice, then, is to ensure that the school's equal opportunities policy is alive and well and in the selection interview. Changes in the organizational environment of education means that recruitment and selection processes nowadays need to be managed more effectively. Changes have occurred in terms of recruitment and selection, largely because of:

• greater institutional autonomy and changes in the organizational environment;

• increased local financial control and accountability in a context where staffing is the overwhelming cost;

• a growing performance-linked emphasis in organizational management, with performance indicators (in terms of institutional, student and staff outputs), annual performance reviews/appraisals and performance-related pay (PRP).

The existence and reinforcement of shared values and an inclusive organizational ethos or mission which involves reference groups can also help to maximize staff potential, an important concern for both new and existing employees alike.

A tension undoubtedly exists (both in education and industry), however, between traditional, reactive perspectives where staff are recruited to fit existing plans (e.g. where recruitment is linked to an audit of forecast needs for specific skills, numbers and expertise) and a more proactive perspective where the (existing and potential) skills of current staff are recognized and developed, thus avoiding reactive and potentially unstable recruitment strategies.

The process of both analysis and audit requires a clear understanding of everyone's potential contribution. In recent years, the focus on HRM techniques in education has emphasized the importance of balancing:

• skills and competences (e.g. budgetary control);

• knowledge (e.g. teaching linguistics, employment law);

• attitudes (e.g. willingness to work collegially).

While reflecting senior management perspectives, an Ofsted commissioned review of appraisal across seven local education authority and eighteen schools has noted the value attached to appraisal because it had improved:

• overall management and communication skills;

• professional dialogue;

• appraisers' management skills;

• the identification of staff potential;

• needs identification in relation to continuing professional development;

• the targeting of continuing professional development resources.

While national guidelines under the Teachers' Pay and Conditions of Service arrangements recognized these factors, they have contrasted with industrial models because they were not salary-linked. While review of an industrial model of appraisal relates techniques to the twin aims of career planning and compensation systems, educational appraisal has focused generally on enhancing professional development opportunities. However, recent national policy pronouncements appear indicative of an ideological shift performance-related pay . Despite its legal status in management, recent Ofsted reports also note the declining use of appraisal in schools and colleges , partly as a response to overload concerns (especially heavy during inspection periods) but, more importantly, reflecting teachers' disillusionment with target-setting, which then remains unsupported because of insufficient financial resources.

12. Your activities in managing resources and finance.

Resource and financial management are means to an end. Each aspect of provision in effective educational organizations, whether core staffing, equipment, materials or specialist expertise, is deployed in order to facilitate learning and educational achievement.

A budget system should be an enabling mechanism rather than just a mechanical or technical exercise: it should help managers to plan, coordinate, control and then evaluate their organizational actions more effectively.

Financial management is largely regarded by classroom teachers as one where they have limited interest and expertise. In their view, it is the principal's proper function to resource the learning core of the school and protect it from undue disturbance. Most principals concur with this and do not seek teacher involvement in budgeting except in resourcing the curriculum and in keeping them informed about the general financial situation of the school.

Prioritization and decision making processes are often indicative of an organization's prevailing management culture and the constraints it faces. In the immediate post environment, educational organizations faced stark realities associated with prioritization in a resource starved climate. Although the framework required to devolve aggregate running costs to schools and colleges, with at least 75 per cent of funds related to age-weighted pupil numbers.

Although decision-making processes vary from the highly formalized and autocratic to the more loosely defined and collegial, their essential purpose is tasks and responsibilities to achieve clearly specified goals. It has outlined a three-stage rational planning approach focused on meeting organizational aims in cost effective ways:

• agree and articulate aims and priorities focused on organizational goals;

• collect and analyses data to inform choices which are based on monitoring and evaluating prior experience;

• select the best set of actions to achieve specified aims and objectives.

It focus on stakeholder and client demand within a market place, brings several issues to the surface:

• If income is linked to student numbers, how do schools/colleges provide for special needs students who require a much higher staff: student ratio?

• How will minorit subjects be treated if institutions fail to recruit sufficient student numbers?

• Where does the issue of equity fit in self-governing schools/colleges across education generally and within institutions?

Eg.In our country all higher educational school, university are decided by government. Our activities in managing resources and finance is followed by government decision.

•

13. Your activities in managing stakeholder relationships and partnerships.

Education is currently confronted by five paradoxes:

1 That parents now often give up responsibility for the very things they want schools to stress.

2 That there is both more centralization and more decentralization.

3 That greater globalism creates more tribalism.

4 That increased diversity and integration is accompanied by a greater emphasis on common standards and specialization.

5 That a stronger orientation towards the future is creating a greater nostalgia for the past.

The cameo indicates the need for clearly defined responsibility boundaries regarding a governing body's role, with an important distinction being drawn between governance (i.e. policy-making) and management (i.e. policy implementation). Echoing paradoxes, scrutiny of governing body democratization in schools identifies four tensions:

1 Between governor elitism as a power base, and the pluralism of all stakeholders in a community.

2 Between centralization (i.e. with power centred on governors) and devolu- tion (with day-to-day power delegated to senior staff).

3 Between professionals (paid experts) and the laity (lay volunteers) in con- trolling knowledge.

4 Between governors as school supporters and governors as a group to whom the school is accountable.

While such tensions can be resolved to mutual benefit, individual or group agendas are also likely to surface when, for example, local education authority local governors have a strong political agenda or are replaced by other pressure groups. Reminiscent of research into group dynamics and team-building, assessment of relationships between political bodies and their paid executives has identified five relationship stages, which may throw light on governing body- school management relationships:

If a relatively diverse governing body is to comprehend educational life effectively it may be important to ensure that a basic platform of governor competence and development is in place. offer the following principles for effective governor training:

• governor involvement in devising their training programme;

• group-based training to enhance social values;

• issue-based training to focus on school or college life realities

LEA coordinating roles remained feasible, purposeful and beneficial. In the early post-ERA period, the Audit Commission had seen LEAs as lenablers':

Tasks and responsibilities

• as leaders, offering a vision of what the education service might achieve;

• as partners, supporting schools and colleges develop new working relation- ships;

• as planners, for the efficient and effective use of resources;

• as information-providers in an education market;

• as regulators, inspecting and monitoring progress in schools and colleges;

• as bankers, administering funds to enable schools to deliver services.

• Interventionist local education authority: doing the legal minimum in delegating responsibilities and resources to governors.

• Interactive local education authority (LEA): actively maintaining a dialogue focused on supporting schools.

• Responsive LEA: only providing support services when requested by schools.

• Non-interventionist LEA: exercising minimalist functions regarding planning, special needs provision, inspection and advice.

Despite the implications of the fair funding policy, post-1997 New Labour government initiatives seem to indicate a reinvigoration of LEA activity from progressive marginalization towards more interactive, tripartite relationships between schools, local and central government

14. Your leadership in managing for professional development of your staff.

School Management Task Force (SMTF) had already challenged longstanding CPD assumptions and practices. Its report argued for:

• school-based in-service training;

• in-house collaborative approaches to teacher development;

• linking professional development with school improvement;

• planned approaches to professional development for all staff.

The new education management climate has required senior managers in schools and colleges to adopt more focused negotiating roles vis-à-vis external providers (University and private consultancies) and more focused personnel roles vis-a-vis their own staff, with governing bodies being pressed to monitor and more actively account for continuing professional development activities and funding. As the burgeoning agenda for school improvement has demanded a more overt 'payback' from the investments in staffing made by schools (emphasizing that staff costs may approach 90 per cent of a school's entire budget), teachers' development needs in supporting pupil achievement have become a high profile issue. This focus is especially apparent in both Department for Education and Employment 's and Teacher Training Agency 's heavy emphasis on the head teacher training and the perceived potential of leaders to influence school and pupil success . Thus, over the past decade, teacher development has been framed by three major influences:

Tasks and responsibilities

• Privatization: reflected in the paradigm shift from an education 'service' to an education 'market' and from 'off-site' training to 'in-school' development supported by external agencies.

• Self-management: focused on both individualized and some mutual teacher support, with teachers taking greater personal and financial responsibility for their own learning alongside collaborative approaches via team teaching, paired work, observation and reflection.

Although it has proved contentious in some respects, the Teacher Training Agency 's portfolio of management training initiatives has been generally well received, largely because it represents an active commitment to the centrality of continuing professional development and particularly when there is consultation with providers and potential recipients, which is then actively fed into the development process.