School leadership

Amir Ravit

Introduction

In today's world we are engaged in endless preparation of lists of almost everything we know. We already lists of the richest people in the world, the most numerous downloads from the Internet, the most beloved movies, a thousand and one things that must be enough to do, see or visit during life, and so on and so on! Education is no different - there are lists of characteristics of effective schools, effective teachers, six ways to manage the behavior of students, the ten main lessons learned regarding school improvement and the key characteristics of school leaders successful.

Indeed, often these lists are useful summaries of knowledge at our disposal, but should be treated with caution Hrsimti logic, "as Roland Barthes called" the way of thinking 20 years ago (Barth 1990: 38). This is, in part, because such lists can be used nucleic While thinking, but not all provide us with sufficient illumination or deepening our knowledge as we would like. Otherwise, today there are already so many lists on education and leadership to the need for preparation of a list of lists!

Society for Research on education (American Educational Research Association), for example, invited a team of researchers form the totality of what we know about school leadership success (Leithwood & Riehl, 2003). The result Lotsh and was developed further and become known as Seven strong claims about the verification test school leadership ("Seven convincing case about school leadership succeeds in" Leithwood et al. 2006). Around the same time the value of the National Institute for School Leadership (NCSL), England synthesis of all the research on leadership committed five years of active research and knowledge production. The Institute gathered together commissioned research findings, studies of the area and the conclusions derived seminars and think tanks, and produced an overview of recent knowledge on the subject of school leadership. (NCSL, 2007) .

research. Each is accompanied by a quick summary. In this article I shall draw on all three of them together, and especially the pamphlet published by the National Institute for School Leadership, because I was one of its initiators, its authors and its producers. The basic conceptual structure of the booklet will also serve me Tbnit first part of this article. In this sense, I too pure logic in the list ", but since I am aware of the limitations of lists like" 1001 methods succeed in managing school, "I added to the list of principles and characteristics of leadership are important chapter two, whose purpose is to further develop these ideas, and to deepen their understanding implications, both for educators and for policymakers .

will update the previous syntheses as I rely as much as possible on the latest work by researchers and scholars worldwide. In the second page of my thoughts about it. In this chapter Afth and Agbs the overall concepts presented in the first chapter. Essentially, I will consider: What is the meaning about the school leaders of today? And equally important, what is the significance in terms of policy-makers?

All over the world, the current period is a "golden age" of school leadership (Mulford, 2008: 1). In addition to the great interest on the subject of leadership, governments and foundations around the world are investing in the development and research. Training programs for school administrators are now widespread. Many countries follow the way in which the National Institute for School Leadership (NCSL) in England developed and carried out the mission. Other countries have tried to follow in his footsteps and established a leadership institute or Executive Education programs of their own, or revised practices and procedures that existed long before the institute was established. The amount of empirical findings accumulated enough to convince even the greatest skeptics of the importance of leadership (Day & Leithwood, 2007: 1).

has the second most significant impact on students' learning after class teaching quality (Leithwood et al, 2006: 4). His conclusion shared by others. For example, the findings of the reviews of schools in England show that :

Out of all the 100 schools who are led and managed well, only one will be good levels of student achievement (Whelan, 2009 78)

school almost never exceed the quality of leadership and management in the same school" (page 77). I will return to these two claims below. In the meantime, I would like to discuss the statement of Lit'ood, since it is included in the list of "seven arguments convincing" value

Context matters

Leadership virtually no meaning if it does not relate to the school context." Lit'ood and others (Leithwood et al, 1999: 4) state that is characterized by excellent leadership and superior context-sensitivity which is enabled ". A place where a person is and the people with whom he works has a huge impact on his actions and behavior as a leader.

them. Most of the leaders are very aware of their surroundings at the beginning of their careers. If you were assigned a new job at a new school, the relative unfamiliarity of context contributes to their ability to discern differences and contradictions between this experience and previous experiences in schools. As is known to anthropologists, being a stranger's particular situation often helps him see clearly what is happening, in part because he was asking what was going on and why and to understand events, customs and traditions. As they entered the first time in a certain environment, school leaders are trying to figure out how things are going normally. They hold cultural and social analysis of the structures, procedures and principles for running the school context in which they are located. They read the text context as if he - including trying to read between the lines and not only understand the words themselves. Effective leaders are "contextually literate.'

reasons for this behavior, and learning the values on which it is based. Such literacy also requires leaders to delve into the social dynamics and interpersonal school - organizational structure, history and politics. They must recognize the various stakeholders and to understand the micro-politics within the school and around it. Also they are faced with issues related to the performance level of the school, strengths and weaknesses, and learning and development opportunities that exist in it. They also take into account economic factors and the nature of the school community servant.

school and age group it serves, its size, location, procedures and organization in the field of human resources, the Executive Committee members and administrators state and / or administration Local - all affect the actions of school leaders and the priority they give to various actions. I often fresh managers first first few months in ever on .office they face the biggest task of understanding their professional lives schools, because now they have delegated more powers. As the education system noblest powers increased need for awareness on the part of school leaders and the context in which leaders .special emphasis developments in the field of policy operate, but there are two issues to note. First, literacy is not limited contextual understanding of any entity in itself, but requires leaders to see anyone in relation to other factors and develop a complete picture of the school. Whole context is important, not just some of the factors. This conceptual challenge when it comes to parts and pay, Cbmsl blind and the elephant: first encounters a group of blind elephant and each one of them with a part of it - trunk, ears, tail, feet, etc. - and safe organ characterizes his entire elephant. Of course not the case, and leaders must be careful this obstacle and avoid focusing on a few factors at the expense of seeing and .understanding the complex

as individuals are assimilated into the school, they become M"mskifim outside "characters belonging to the school landscape. For such a person is difficult to see .anything, partly because he has been part of the landscape

opinion. Surveys, questionnaires and interviews are tools in which to learn how to
see stakeholders (parents, students, faculty, staff management etc.) to school.

Leadership. National training course for managers (National Professional
Qualification for Headship) of the National Institute for School Leadership devote
time to training and skill development by the participants. Moreover, the ability to
read the context is the first step in the process of prioritization that Shmnhigot based
on existing needs. To this end, a valuation of the independent school with student
performance data to identify trends and measure the performance, progress and the
level of improvement of the school. Sensitivity to context is an important feature, but
remember that

*(Leithwood et al 2006). How to implement these basic leadership practices - not the
practices themselves - is context sensitive. In other words, the way the leaders read
the context and then act based on thorough knowledge of their context, is what
distinguishes a leader leader. Put it more simply, the most important factor in any
situation and environment is not just the actions of the leader, but the way he makes
them. So there is no one right way to lead a school. Leaders need to act in ways
which fulfill the needs of the school they stand head (NCSL, 2007: 5).*

The core tasks of school leaders are clear .

The second finding rests largely on the work of Lit'ood, conducted with his list of
"fundamentals" successful leadership (Leithwood & Reihl 2003; Leithwood et al
2006):

*meaning and high performance level expectations among team members, slapped   .1
acceptance of group goals, follow your organization's performance, and
communicate with each other.*

*individuals and were an appropriate model (leadership by providing an example).   .2
Built on the knowledge and skills that teachers and other staff members need to*

realize the goals of the school. Open, guided, it is rewarding behaviors blending

.the personal with Hmasi

3.   *collaboration; Manage the environment and working conditions; Contact and*
maintained productive relationships and lasting with parents and the community;

.Connect the school to its wider environment

staff and for students; Foster organizational stability; Make sure effective leadership
is focused on learning; Assign teachers and support staff to transfer learning
.material; Follow the activity and school performance

leaders and you can check, with how long and how investing in quality school

.leadership in each of the four categories

traits. Lit'ood (Leithwood, 2006a, p. 14) suggests that "many of the differences in effectiveness between the leader of the leader stem from a small handful of personal

".traits

School leaders most successful are those that have "open mind" and a willingness to learn from others. Thinking within a framework of core values is more flexible than dogmatic, they are characterized by dedication to develop (eg high anticipations among staff motivation, commitment, learning and achievement for all), high resilience and optimism.

features are important:

Weather optimistic and positive; Developmental orientation (ie, organizations and people are capable of and do improve); A strong moral conscience - schools are designed to serve children and students and allow them to grow and improve as

.learners and actors in society (NCSL, 2007: 6)

parcel of leadership. As the study showed a Flinthm (Flintham, 2003), the core values serve as a moral compass leaders work. Studies dealing with moral purpose (Fullan,

(West-Burnham 2002) And spiritual leadership 2003), the moral aspects

clearly shows the outline is that they pave guided by the values and the values
embedded in the vision developed by any leader for his school.

Leadership Development

human resources" (Elmore 2006, p. 33). School leaders nowadays must be able t0
develop their colleagues and the willing to develop themselves.

to study elsewhere. We now know that professional learning should be based on a lot
more work than before. This means that the center of gravity to change. Learning
takes place largely outside of school and the small quantity it has to go through to
learn much of it takes place on the job and the small quantity of different
environments and contexts outside of school. The implications for leadership
development are the new situation imposed on us

" Set different needs, including some routing fast track -

develop and manage talent-

- to demand accountability from colleagues to find out about their areas of -
responsibility, have a positive impact on the practice of peers and apply the skills
they acquired thanks to the development opportunities they received.

previous category, is occupational culture must change to accommodate this approach. Culture schools will also need to not only change - to be a learning

community of adults and students alike, much more

required of faculty members and meet those expectations what it takes and agreed to perform. Another change will be the growth and development of leadership will be considered an integral part of the manager's responsibilities. In addition, we expect senior leaders in schools to develop the most effective teams and grow

the next generation of leaders who can lead the outstanding team performance

the quality of leadership, development of leaders is not just a matter of realizing personal potential, but a fundamental component to improve the school. It must be emphasized explicitly and expect all who have opportunities to develop leadership that will improve the quality and the impact on their teams, and will improve

.student achievement

but it drags with it the old-fashioned idea that development is the activity of , "soft" aspect of education'd better deal with it if possible ", a kind of" luxury ". This view changes when taking up the development is absolutely critical to school improvement. Therefore, we must demand direct and uncompromising see a positive impact and evidence that the investment of time and our mutual efforts yielded fruit. Leadership development is an integral part of school improvement, a

.key factor indispensable

Reflections summary

"golden age" of school leadership. Leadership is great interest and we have a better understanding than ever not only to the fact that leaders have indeed affected, but also - increasingly - on how they influence. Leadership much interest among professionals, researchers and policy makers, it is useful and essential. But we live in a world where restless Some policymakers believe that there are magic formulas, if they only found them change their educational systems radically. Makersraising and implementing new ideas regularly. Because of these tendencies are not responsible for implementing any policy or to ensure its success. This is one reason why Prime Minister Blair of England established in 2001 "Execution Unit" (delivery unit), which is derived from the term "Bitzoaologih" (deliverology) (Barber, 2007: 70). In other words, some of those last decade devoted their attention to the issue of leadership may want to move to the next big idea. "Golden Age" may become bronze, or ashes and dirt.

of leadership to be reduced. On the contrary, there may be a need to increase our efforts in the field. I think we are now at a point where we have a better understanding than ever about the requirements for school leadership and how to develop and ensure the continued existence, so that not only we have many good
.leaders, but all leaders in our schools will be excellent leaders

creating excellence of schools and school leaders. Must not Snlkh dismay regarding the development of leadership or leadership, or should we assume initiatives or other ideas to divert us from striving for excellence. Much remains to be done; It is time to continue what has been started, make even greater improvements and ensure that all leaders will get equal rights and opportunities, so that they can lead the schools and their educational systems to the highest achievements

References

Barber, M., 2007, *Instruction to Deliver*, London, Politicos Publishing

Barber, M. & Mourshed, M. 2007, *How the world's best-performing school systems come out on top*, London, McKinsey & Co.

Barth, R, 1990, *Improving Schools from Within*, San Francisco, Jossey-Bass

Collins, J. 2001, *Good to Great*, London, Random House

Day, C. & Leithwood, K. (Eds.) 2007, *Successful principal leadership in times of change: An international perspective*, London, Springer

Elmore, R, 2006, 'Leadership as the practice of improvement', Harvard University, paper prepared for the International Conference on Perspectives on Leadership for Systemic Improvement

Eraut, M. 1999, 'headteachers' knowledge, practice and mode of cognition' in Bush, T., Bell, L., Bolam, R., Glatter, R., & Ribbins, P. (Eds) *Educational Management: redefining theory, policy and practice,* London, Paul Chapman Publishing

Flintham, A, 2009, ''Reservoirs of hope': sustaining passion in leadership, in Davies & Brighouse (Eds.) *Passionate Leadership in Education*, London, Sage

Flintham, A J, 2003, *Reservoirs of hope: Spiritual and moral leadership in headteachers*, Nottingham, NCSL

Fullan, M, 2007, 'Leading in a system of change', Paper prepared for Conference on Systems Thinking and Sustainable School Development, Utrecht, February, OISE/University of Toronto

Fullan, M, 2003, *The moral imperative of school leadership*, Thousand Oaks, CA, Corwin Press

Glatter, R., 2008, 'Of Leadership, Management and Wisdom: a brief synthesis of selected reports and documents on leadership development', commissioned paper for NCSL

Gronn, P, 2003, *The new work of educational leaders*, London, Paul Chapman Publishing

Hallinger, P. & Kamontip, S. 2005, 'Adding value to school leadership and management: a review of trends in the development of managers in education and the business sectors' Mahidol University, Thailand; commissioned paper for NCSL, www.ncsl.org.uk

Hallinger, P & Heck, R, 1996, 'Reassessing the principal's role in school effectiveness: a review of empirical research 1980-1995', *Educational Administration Quarterly*, 32[1]:5–44

Hargreaves, A. 2009, 'The emotional geographies of educational leadership', in Davies & Brighouse (Eds.) op cit

Harris, B. 2007, *Supporting the Emotional Work of School Leaders*, London, Paul Chapman Publishing

Hastings, C., Bixby, P. & Chaundry-Lawton, R., 1986, *Superteams: A blueprint for organisational success*, London, Fontana Books

Heifetz, R & Linsky, M, 2002, *Leadership on the line: Staying alive through the dangers of leading*, Boston, MA, Harvard Business School Press

Leithwood, K, Jantzi, D & Steinbach, R, 1999, *Changing leadership for changing times*, Buckingham, Open University Press

Leithwood, R & Reihl, C, 2003, *What we know about successful school leadership*, Philadelphia, PA, Laboratory for Student Success, Temple University; also published by NCSL

Leithwood, K, Day, C, Sammons, P, Harris, A. & Hopkins, D, 2006, *Seven strong claims about successful school leadership*, Nottingham, NCSL & DfES

Margerison, C., & McCann, D. 1990, *Team Management*, London, W H Allen & Co.

Matthews, P., 2009, *Schools leading schools: the power and potential of National Leaders of Education*, Nottingham, NCSL

Mintzberg, H, 2004, *Managers not MBAs*, San Francisco, CA, Berrett-Koehler

Mulford, B. 2008, *The Leadership Challenge: Improving learning in schools*, Camberwell, Vic., Australian Council for Educational Research

NCSL, 2007, *What we know about school leadership*, Nottingham, NCSL, www.ncsl.org.uk

NCSL, 2006, *Narrowing the gap: Reducing within school variation in pupil outcomes*, Nottingham, NCSL www.ncsl.org.uk/publications

NCSL, 2006a, *Leadership succession: An overview – securing the next generation of school leaders*, Nottingham, NCSL www.ncsl.org.uk/publications

NCSL, 2004, *Learning-centred leadership*, Nottingham, NCSL www.ncsl.org.uk/publications

NCSL, 2004a, *Distributed leadership*, Nottingham, NCSL www.ncsl.org.uk/publications

Ofsted, 2009, *Twelve outstanding secondary schools: Excelling against the odds*, London, Ofsted

Pont, B. Nusche, D. & Moorman, H., 2008, *Improving School Leadership Volume 1: Policy and Practice*, Paris, OECD

Pont, B. Nusche, D. & Hopkins, D., 2008, *Improving School Leadership Volume 2: Case Studies on System Leadership*, Paris, OECD

PwC (PricewaterhouseCoopers), 2007, *Independent study into school leadership: Main report*, London, DfES

Southworth, G., 2009, 'Learning-centred Leadership', in Davies, B. (Ed.) *The Essentials of School Leadership*, London, Sage, 2nd ed.

Southworth, G, 2009a 'Passionate work: towards a natural history of headship' in Davies & Brighouse (Eds) op cit

Southworth, G., 2004, *Primary School Leadership in Context*, London, Routledge-Falmer (see chapter 5 'Learning-centred leadership: influencing what happens in classrooms')

West-Burnham, J. 2009, *Rethinking educational Leadership: from improvement to transformation*, London, Continuum Publishing

West-Burnham, J, 2002, *Leadership and spirituality*, NCSL Leading Edge Seminar Think-piece www.ncsl.org.uk/leadingedge

Whelan, F. 2009, *Lessons Learned: How good policies produce better schools*, London, Whelan

Zbar, V. Kimber, R. & Marshall, G., 2009, 'Schools that achieve extraordinary results: how some disadvantaged Victorian schools 'punch above their weight'', Melbourne, Centre for Strategic Education Cccasional Paper #109, February,