SCHOOL LEADERSHIP DEVELOPMENT

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# Abstract

*Public demands for more effective school have placed growing attention on the crucial role of school leaders a professional group largely overlooked by the various educational reform movements of the part of two decades. Evidence suggests that second only to the influences of classroom instruction school leadership strongly affects student learning Principals abilities are center to the tak of building schools that promote powerful teaching and learning for all students.*Child is the future of the country school is that place where children develop their all aspects including leadership, in other wards we can say that child is the resource for the country. If we have developed the nation we first need to develop our children who is growing in the school. So it is the responsibility of the school to develop the leadership in children.*Meanwhile, the role of principal has swelled to include a staggering array of profes­sional tasks and competencies. Principals are expected to be educational visionar­ies, instructional and curriculum leaders, assessment experts, disciplinarians, com­munity builders, public relations and communications experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, principals are expected to serve the often conflicting needs and interests of many stakehold­ers, including students, parents, teachers, district office officials, unions, and state and federal agencies. As a result, many scholars and practitioners argue that the job requirements far exceed the reasonable capacities of any one person. The demands of the job have changed so that traditional methods of preparing ad­ministrators are no longer adequate to meet the leadership challenges posed by public schools*

Growing consensus on the attributes of effective school principals shows that successful school leaders influence student achievement through two important pathways — the support and development of effective teachers and the implementa­tion of effective organizational processes. This consensus is increasingly reflected in prepara­tion and licensing requirements, which generally subscribe to a set of common expectations for the knowledge, skills, and dispositions of school leaders. Even with the growing body of evidence, additional research is necessary to determine the impact and relative importance of leadership in such key areas as curriculum, assessment, and adaptation to local contexts.

Reviews of research suggest that successful school leaders influence student achieve­ment in several important ways, both through their influence on other people or features of their organizations, and through their influence on school processes. Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004) outline three sets of core leadership practices:

* **Developing people —** Enabling teachers and other staff to do their jobs effec­tively, offering intellectual support and stimulation to improve the work, and providing models of practice and support.
* **Setting directions for the organization —** Developing shared goals, monitoring organizational performance, and promoting effective communication.
* **Redesigning the organization —** Creating a productive school culture, modify­ing organizational structures that undermine the work, and building collabora­tive processes.

In recent years, research has converged on the importance of three aspects of the principal’s job:

1) developing a deep understanding of how to support teachers

2) managing the curriculum in ways that promote student learning and

3) developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

**Identifying Effective Leadership Development**

Effective school leadership is a key factor in high student achievement but additional research is required to understand how to best develop these leaders. Direction can be taken from the answers to these key questions:

* What skills do excellent leaders have?
* What experiences can programs provide to support the development of these skills?
* What program structures best support the delivery of these experiences?
* What financing and policy practices are best to launch and support these programs?

Analysis of the literature thus far has raised these questions and offered direction for future investigation.

**Leadership Skills**

What knowledge and skills should be developed to create effective leaders?

Evidence suggests that principals’ attitudes and behaviors play a large role in shap­ing how schools create a context in which students can effectively learn. There is a growing consensus regarding the knowledge, skills, and dispositions commonly found among effective principals. Facilitating and sup­porting teaching and learning and implementing strategies that focus on ongoing school improvement have become centrally important elements of both the emergent professional standards that guide administrative development and practice and the increasingly diverse range of principal preparation and professional development pro­grams nationwide. However, little is known about how to help principals develop the capabilities to influence how schools function or what students learn. Most empirical literature in the field tracks the structures, processes, and methods used to prepare prospective administrators and relies heavily on self-reports, individual perceptions, and personal testimonies.

“School Leadership Study: Developing Successful Principals” will analyze the eight case studies and the comparison sample of principals to examine the impact of and effective approaches for leadership in key areas such as teacher, staff, and stakeholder management; organizational and process design; curriculum implementation; assess­ment; and adaptation to local contexts.

## Conclusion

If we want to change the nation we should improved our education system because school is the only institution where we can provide the essential opportunities to the children for their proper development, Principal, teacher’s administrator’s and local bodies can play a vital role for school leadership development. So government has required to provide all the facilities in the school.

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