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Headteachers as school leaders in Pakistan

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Headteachers As School Leaders in Pakistan

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Literature on educational management and leadership suggests that leadership is not the position that is occupied by a manager but it is the nature of the manager's behaviour that makes things happen in the organization. Leadership involves assisting everyone in the organization for accomplishing common goals. Leaders should have abilities such as recognizing, rewarding, supporting, coaching, providing support, resources and delegating for the empowerment of the members in the organization. This suggests that the educational leaders not only lead and guide the individuals but they also promote culture of collaboration in the organization. The significant difference between manager and leader is that managers do things right and leaders do the right things. Moreover, managers are concerned primarily with maintaining rather than changing established structures, procedures or goals whereas leaders are concerned with initiating changes in established structures, procedures and goals for accomplishing organizational goals and objectives. Nevertheless, all the managers are expected by their stakeholders to provide leadership to the members in their organizations in order to make their organizations as 'learning organizations'. Therefore, it is said that without effective leadership organizations cannot be called 'learning organizations'. The leaders must have ability to articulate organization vision and direct organization into its future. In the past, schools were not considered as social organizations, therefore, not much attention was given to the role of headteacher as a manager or leader. Literature on school management suggests that if the schools are to be improved they need to have a new school leadership which is required more in the present situation. This will enable the headteachers to create a sense of whole school.

In the context of Pakistan, the role of school headteachers as leaders is not yet fully recognized. Although, the national educational policy 1998 underlines the importance of the role of educational managers and leaders, more initiatives are to be required to highlight the role of headteachers as school leaders. Managing schools effectively have increasingly become complex phenomenon or their school managers/leaders. Literature on managing schools indicates that the headteachers cannot run schools effectively unless they understand schools as social units of society. Since each school has its own culture based on certain values, norms, standards and ethical practices, it has to be managed according to the school's contextual realities. Therefore, the headteachers need to promote situational leadership in schools that should respond to the needs of each school. Although, some initiatives have been taken in Pakistan to improve the quality of management of schools with special reference to headteacher's role, these yet to be further strengthened for developing an effective educational management system that encompasses efficiency, effectiveness and efficacy. However, we need to develop a framework of self-confident schools by developing vision of the headteachers as leaders who provide educational resources, policies and plans to make schools effective. Different school cultures demand different behaviours from the school leaders. This suggests that no particular style of leadership is appropriate for all situations. This requires adaptability and flexibility. Effective leadership is contingent on a compatible relationship between the leaders' personal qualities, styles and the demands of situation. Therefore, there is a need to have situational leadership to respond to the demands of situation in schools. In order to become situational leader some one needs to be aware of the power relations in the school, professional maturity levels of staff and the expectations of the stakeholders.

School improvement is ongoing process of change and a systematic and sustained effort aimed at changing learning conditions in school for accomplishing educational goals more effectively. This requires situational leadership to work according to school's circumstances and context. Thus the leaders should be forward-looking, inspirational, reflective and competent. In order to deal with the school improvement the headteachers need to work as pedagogical leaders that helps develop school as a whole. The headteachers as pedagogical leaders should not only be concerned about curriculum and

continued on last page
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SHADE ACTIVITIES OF THE 1st QUARTER

Previous

- Regular Meetings schedule
- Launching of SHADE
- Workshop on Professional Management

Future

- Meeting
- Seminar on Discipline in Schools
- International Congress on School Effectiveness and Improvement (ICSEI) Conference - San Antonio

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Headteachers As School Leaders in Pakistan ...

(continued from page 5)

instructional aspects of education in school but they should also be responsible for the institutional capacity building. In order to develop headteachers as pedagogical leaders in schools, The Aga Khan University Institute for Educational Development has initiated one year modular field-based programme in the area of school management and leadership. The programme offers opportunities to the participants to critically reflect on the existing management practices and processes and to explore alternatives for improving their practices. On the whole programme help headteachers as school leaders to understand change process and how to encourage others to be involved in the change process within the organization in order to concentrate on continuing school improvement.