



Team Leadership in School Management

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Abstract:

We look at our everyday life – the situations and groups we are involved in – we soon find leadership. The leadership process is part of our daily experience. “We may lead other, ourselves, or be lead.” We play our part in relationships and groups where it is always around. Everyone is a leader or a follower in a way of life. The world is not neatly divided in this respect. Part of our responsibility as partners in the process is to work. The leaders are also being followers and followers too, are leaders. As individuals we are part of the leadership process and, at times receive the gift of being the leader from others.

Keywords: *Groups, Leadership, School management, Team leadership,*

1. Meaning: What is Leadership?

Leadership is an interactive conversation that pulls people towards becoming comfortable with the language of personal responsibility and commitment.

Leadership development is not an event. It is a process of participating in respectful conversations where the leaders recognize his or her own feelings and those of others in building safe and trusting relationships.

Leadership is not just for people at the top. Everyone can learn to lead by discovering the power that lies within each one of us to make a difference and being prepared when the call to lead comes. Leadership is applicable to all facets of our life. A competency that we can learn to expand our perspective set the context of a goal understand the dynamics of human behavior and take the initiative to get to where we want to be. Through discovering who we are and our life's work, we develop the self-awareness and confidence required to lead.

2. Leadership in Education

In the reference to school management leadership is the most important part of the structure. What is a leader? As we know, “A leader is one who guides and directs other people. A leader gives the efforts to his followers a direction and purpose by influencing their behavior.”

-Louise Allen

In short leadership is light-house which focuses all the parts of school and administration. Education Director, Administrator, Headmaster, Supervisor and also Teacher are leaders in the field of Education leadership. Educational administration and school management to be effective and useful. It cannot be made once for all. It must admit of change, flexibility and adaptability to meet the demands of new circumstances. It creates suitable climate for progressive change in accordance with the changing goals,

patterns and system of the society. In the modern scientific age, society is fast changing. If we think about pluralistic society the attention is to be paid to get the revolution change about leadership.

3. Shared Leadership

Friends deciding how they are going to spend an evening – each involve influence and decision. However, such (leadership often does not reside in a person. It may be shared and can move.) If we think about school management and leadership we have to look after all the parts of leading. (In one situation an individual may be influential because of their expertise of position, in another it can be someone completely different. Sometimes there may not even be one person we can readily label as leader – just a group working together to achieve what is wanted.) Rather than people leading, it is ideals and ideas. We don't follow an individual; we follow the conversation. Through listening and contributing thoughts and feelings emerge and develop (It is not the force of personality that leads us on, but the rightness of what is said.) Other factors may also operate. But to lead an educational institute we should accept an approach – shared Leadership. If we compare it with classical Leadership the main points can get attention like these...

Classical Leadership	Shared Leadership
<ul style="list-style-type: none"> • Displayed by a person's position in a group or hierarchy. • Leadership evaluated by whether the leader solves problems, • Leaders provide solutions and answers. • Distinct difference between leaders and followers, character skill, etc. • Communication is often formal. • Can often rely on secrecy deception and payoffs. 	<ul style="list-style-type: none"> • Identified by the quality of people's interactions rather than their position. • Leadership evaluated by how people are working together. • All work to enhance the process and to make it more fulfilling. • People are interdependent all are active participants in the process of leadership. • Communication is crucial with a stress on conversation. • Values democratic process, honesty and shared ethics seeks a common good.

We can make proper judgment about leadership with two ethical qualities – (i) Inclusive – we all share in the process, and (ii) Elevating – we becomes wiser and better people by being involved. Both of the qualities are possible in shared leadership more than the other.

4. Importance of shared leadership and Team work

An Institute can get more benefit from shared leadership or a Leadership Team than a single leader or classical leadership. In many schools, teachers work in isolation, administrators try to accomplish tasks alone, and the responsibility of implementing new ideas falls to individuals. Making schools successful takes more than just individual effort, it takes teamwork. Schools are using teams to accomplish many tasks. Teams may work of site – based decision making, curricular reform, implementing new programs, or restructuring.

Working together in teams often is a more effective way to accomplish important tasks. Teams have many advantages over individuals working in isolation. Teams tend to be better at solving problems, have a higher level of commitment, and include more people who can help implement an idea or plan. Moreover, teams are able to generate energy and interest in new projects. Both research and practice

demonstrate the advantage that teams bring to accomplish goals. But effective teams do not develop by accident. Teams take time, skills and knowledge to be successful.

To manage a school successfully we have to build a committed team. Some points are mention about team constructing guidelines, high performance and also pit falling or disadvantages.

5. Leadership Teams

First of all, what is a Team itself? We can say that, “A team is a group organized to work together to accomplish a set of objectives that cannot be achieved effectively by individuals.” A team has its own characteristic, functions, objectives, performance, achievements, advantages and also disadvantages. A team has its own structure and also working system. Small team of 3-8 members – work quickly, well focused but isolated membership and side ownership. Midsize team of 15-20 members works rapidly key members involved, wide ownership but. Members can take the narrow view. Large team of 25-30 and more members works together all the members involved but process goes slow, everyone needs to be heard and can get misunderstanding and conflicts more. All the model or patterns have advantage and disadvantages of it selves.

6. Action options – before building a team

A key to successful planning and implementation is the development of teams. The point below provides some important thinking before building a team.

1. Learn about the importance of teams in the success of organizations by reading about how teams are more effective than individuals.
2. Discuss how the team is functioning and learn about the functions of teams in schools by reading about programs that work.
3. Obtain support, training and information on shared decision making, perhaps by contact organizations that work with schools in developing team.
4. Teams can become more efficient, with less conflict and more successful decision making by participating in training for effective team building.
5. Learn how collaboration and a shared culture can support teamwork.
6. To overcome individual's resistance to working together, team members should learn from other successful teams.
7. Teams also can become more self – aware and successful by learning about the stages of team development, the positive and negative roles that can exist in team, team problem finding and problem solving and methods for avoiding and resolving conflict.

7. Characteristics of a Team

The main points are following.

- There must be an awareness of unity on the part of all its members.
- There must be interpersonal relationship. Members must have a chance to contribute, learn from and work with others.
- The members must have the ability to act together towards a common goal.

8. Key –Words for well functioning team

For team to be successful, teams and individual team members need to have clear, shared goals; a sense of commitment; the ability to work together; mutual accountability, access to needed resources and skills and other elements of effective team. Ten characteristics or key-words of well functioning teams are given below.

Purpose	Members proudly share a sense of why the team exists and are invested in accomplishing its mission and goals.
Priorities	Members know that, what needs to be done next, by whom, and by when to achieve team goals.
Decisions	Authority and decision making lines are clearly understood.
Roles	Members know their roles in getting tasks done and when to allow a more skillful member to do a certain tasks.
Effectiveness	Members find team meeting efficient and productive and look forward to this time together.
Norms	Group norms for working together are set and seen as standards for everyone in the group.
Success	Members know clearly when team has met with success and share in this equally and proudly.
Personal traits	Members feel their unique personalities are appreciated and well utilized.
Conflict	Conflict is dealt with openly and is considered important to decision making and personal growth.
Training	Opportunities for feedback and updating skills are provided and taken advantage of by team members.

9. Suggestion for team members

To build a committed team the members should know some basic ideas and good habits to follow. Here some guidelines are given below for effective team membership.

1. Contribute ideas and solutions.
2. Value the ideas and contributions of others.
3. Listen and share information.
4. Participate fully and keeping commitments.
5. Recognize and respect difference in others.
6. Ask questions and get clarification.
7. Be flexible and respect the partnership created by a team-strive for the 'win-win'.
8. Have fun and care about the team and the outcomes.

10. Characteristics of a high performance team

Successful teamwork can be rewarding in itself, teamwork should focus on meeting the academic and social needs of all students in the school. Just as the school vision and mission should focus on student learning, team building, team planning and team developing should be directed toward improving student outcomes. Some of the characteristics given below.

1. Participative leadership-creating interdependence by empowering freeing up and serving others.
2. Shared responsibility-establishing an environment in which all team members feel responsibility as the manager for the performance team.
3. High communication-creating a climate of trust and open, honest, communication.
4. Future focused-serving change as an opportunity for growth.
5. Focused on task-keeping, meetings and interactions focused on result.
6. Rapid response-identifying and acting on opportunities.
7. Creative talents-applying individual talents and creativity.

8. Aligned on purpose-having a sense of common purpose about why the team exists and the function it serves.

11. How the team works & what does the Team do?

The table below provides a description of teams, its members and also its working style for school administration.

Team	Members	How it works/what does the teams do?
Management Team Governance Team	Superintendent & Administration	<ul style="list-style-type: none"> • Planning, organizing Directing and controlling • Build up a School Board.
Vision	All the members of school board & Administration.	<ul style="list-style-type: none"> • Planning & implement, action. • Recommends process develop and plans (what) implements plans deciding how.
Structural/policy	All the members of school board & Administration.	<ul style="list-style-type: none"> • Creates reviews and adopts • Suggest for development. • Represent public interest seeks public input.
Advocacy/ communication	All the members of school board & Administration.	<ul style="list-style-type: none"> • Acts in public interest seeks and provides public information. • Monitors progress towards goals, evaluates the board standards and personnel in accordance.
Evaluation/ Accountability	All the members of school board & Administration.	<ul style="list-style-type: none"> • Implements evaluation of programs. • Complete the curricular. • Organizing examination.
Curricular & co- curricular activities.	Supervisors and teachers.	<ul style="list-style-type: none"> • Evaluating the achievement of students.

12. Failure of Team

- The administration and school staff may not have the skills, knowledge and capacities for effective teamwork.
- The team may not share clear goals or purposes (and therefore defining specific goals will be important)
- Teams often face issues that can decrease the effectiveness of the team and specifically its ability to make decisions.
- Without adequate team training and preparation it is unlikely that teams will work effectively to develop and realize a shared vision.
- Without team leadership as opposed to traditional top-down leadership-teams will be unproductive.
- The time trade-offs in decision making-team decision making can take time away from working directly on classroom planning, curriculum, and instructional activities.
- Problems of 'group think' and pressure to conform.
- The potential for increased conflict over decision making.
- Another potential barrier is individual resistance to working in teams.

13. Conclusion

In order to face the modern educational challenges squarely, a number of changes had to be introduced in our educational institutions. We could not keep the old traditional schools and expect the new syllabus to be implemented and other goals to be achieved. Some of the changes which are absolutely essential in our schools one of them are to accept Team Leadership.

In favor of traditional leadership there is a person who is A Leader- Boss. At the outset, one must accept that a lot more is expected of the leader than what he used to do. In new set-up, he is not only responsible to two groups of people (i) his own school pupils, whom he must lead and guide, school teachers, whom he must lead and help and others with whom he could manage the institute and (ii) the adult community the parents, the business community and social welfare agencies with whom he must interrelate personally and socially. Above all, he must understand the modern expectations.

The theme of shared leadership or Team Leadership gives a new aspect to manage the institute. We can come out of the limitations of classical leadership with this idea of team leadership. One person we can readily label as leader in one situation an individual may be influential because of their expertise of position and qualities, in another it can be someone completely different.

After all we can say that in Team Leadership we don't follow an individual; we follow the conversation. All are active participants in the process of leadership. All work to enhance the process and to make it more fulfilling. Each one can contribute ideas and solutions, understand the personal role and participate fully. The awareness about responsibilities and commitments can be kept appropriately by the TEAM. The institute or a school may accept the Team leadership and get benefits of it. Grow-up in the computational atmosphere in pluralistic society.

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