Leadership and excellence in schooling: Ecellent schools need freedom within Boundaries:

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Educational leadership: February. 1984. Vol. 41. No.5. pp. 4-13. By permission from ASCD.

Leadership as a moral craft: excellence is multidimensional, holistic. Competence. By contrast is marked by mastery of certain predetermined fundamentals. Excellent schools have programs that “hang together: a sense of purpose rallies people to a common cause: work has meaning and life is significant: teachers and students work together. Excellence, Not Competence: parents want a complete educaton for their children. Indeed our society requires it. Our young need to become cultured, educated citizens able to participate fully in society, not just trained workers with limited potential for such participation. Important differences exist among incompetent, competent and excellent schools and their leaders. LEADERSHIP FORCES AND EXCELLENCE: Leadership has several aspects, each of which contributes uniquely to school competence and to school excellence. Aspects of leadership can be described metaphorically as forces as they influence the events of schooling. Leadership forces can be thought of as the means abailable to administrators, supervisors, and teachers to bring about or preserve changes needed to improve schooling: 5 leadership forces can be identified: Technical (sound management techniques), Human (harnessing available social and interpersonal resources), Educatonal (epert knowledge about ed and schooling), Symbolic (attention is on others on matters of importance of the school), Cultural(derived from building a unique school culture).

The first two leadership forces have dominated leadership literature in the past (Technical and Human). Technical leader provides PODSCORB; planning organizing, directing, scheduling, coordinating,operating, resource management, Budgeting human leader assumes role of human engineer: motivational speaker and provides support, encouragement and growth opportunities. The educational leader assumes role of clinical practitioner, bringing expert professional knowledge and bearing as they relate to teaching effectiveness, ed. Proram dev. and clinical supervision. Symbolic leader assumes he role of Chief and by emphasizing selective attention of the modeling of important goals and behaviors, signals to others what is important. Presiding over ceremonies, rituals, and other important occasions and providing a unified vision of the school. Cultural leader assumes the role of high priest seeking to define, strengthen and articulate shoes enduring values, beliefs, and cultural strands that give the school its unique identity. Leadership activities include articulating school purposes and mission, socializing new members to the culture, telling stories and maintaining myths, the way things operate around here, dev. a system of symbols over tiem and rewarding those who reflect this culture. The net effect of cultural force of leadership is to bond together students, teachers, and others as believers in the work of the school.

CULTURE AND PURPOSE: ESSENTIALS OF EXCELLENCE: Culture building and practicing art of purposing are essentials of symbolic and cultural leadership forces. Cultural life in schools is constructed reality. Leadesh play a key role in building this REALITY. School culute includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and othes conceived as a grop or community. Culture governs what is of worth for this group and how members should think, feel behave. The more understood, accepted, and cohesive the culture of a school, the better able it is to ove in concert toward ideals it holds and objectives it wishes to pursue.

Cullture building requires school leaders to give more attention o the informal, subtle and symbolic aspects of school life. Teachers parents, and studens need answers to some basic questions: What is the school about? What is important here? What do we believe in? why do we duncion the way we do? How are we unique? How do I fit into the scheme of things? Answering such questions provides an orderliness to on’w school life derived from a sense of purpose and enriched meanings.

The task of Leadership is to create the moral order that binds them—and the people around them. Notes Thomas B. Greenfield. 11

Leadership as culture building is not a new idea, but one solidly imbedded in our history and well knonw to successful school and other leaders.

Weickbeleives that one of the reaons for ineffectiveness in shcolinlis that schools are managem with the wrong theory in mind. Contemporary thought. Weick argues assumes that schools are char. By four properties. The existence of self-correcting rational system among people who workin highly inderdependent way; consensus on goals and means to obtain these goals, coordination by dissemination of information and predictability of problemems and responses to these problesm. Effective school administrators inloosely coupled schools, need to make full use of symbol management to tie together the system.

“Weick says “people ned to be part of sensible projects. Their actions becomes richer, more confident, and more satisfying when it is linked withimportant underlying themes, values and movements… administrators must be attentive to the “glue’ that holds loosely coupled systems together because such forms are just barely systems.”18

Effectiveness literature point out that effective schools are NOT LOOSELY COUPLED or STRUCTURED at all bu instead are TIGHTLY COUPLED.19 my interpretation of school eff. Excellence liter leads me to believe that these schools are both tightly and loosely coupled. This combination of tight and loose structure corresponds very well to 3 important human characteristics associated with motivation: commitment, enthusiasm, and loyalthy to school teachers, stud. And other school staffneed o find their work an personal lives meaningful, have some control over their work, and experience success.