



OECS Education Reform Unit

*Leadership and School
Management
Draft Generic Principal's
Desk Manual*

OERU

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Managing the School Plant

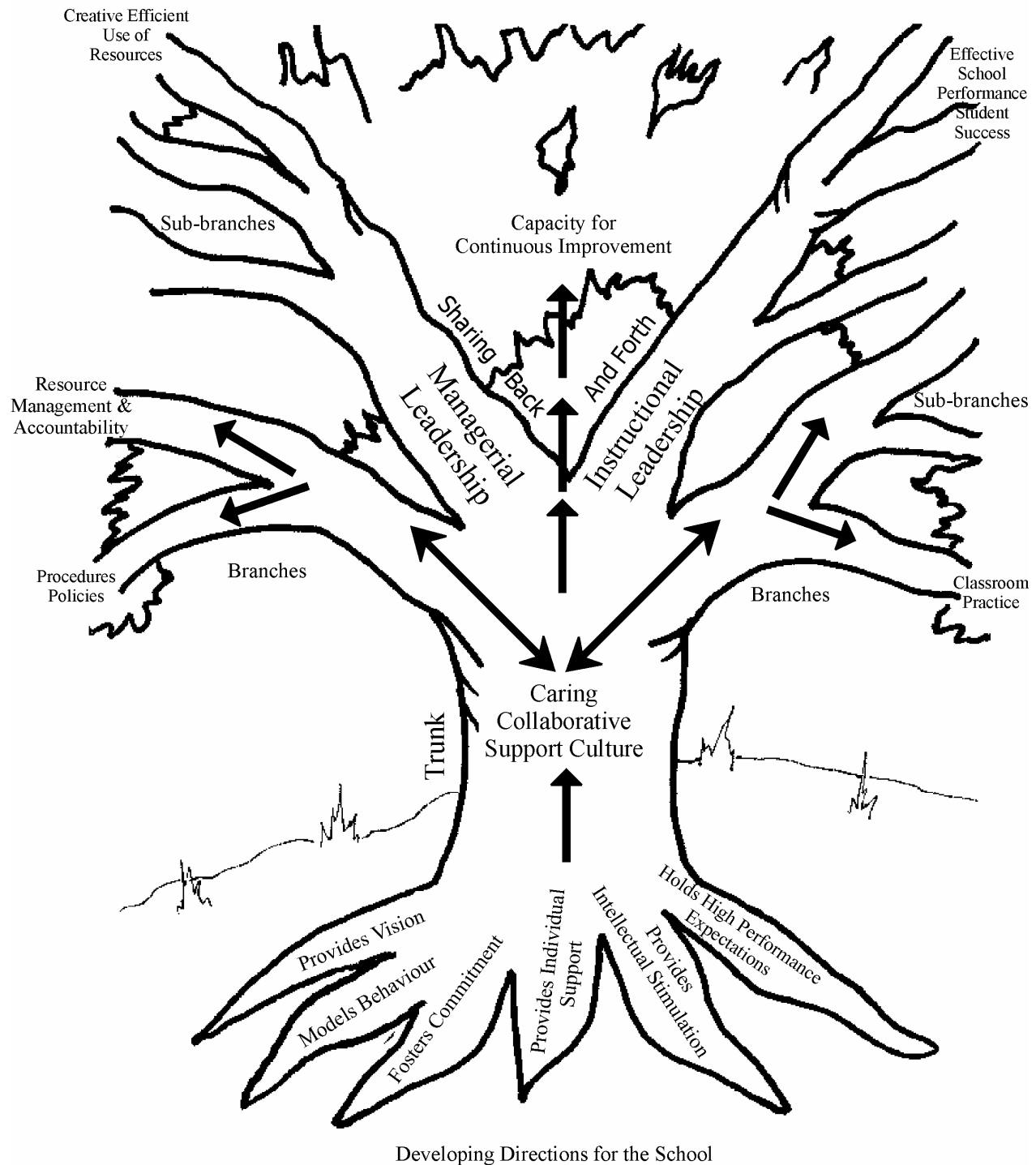


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Generic Principal's Desk Manual

1.0 Background

1.1: Theoretical Justification

Leadership and management of educational services and schools are evolving concepts and practices. Educational management and leadership as efficiency have had a long history, being focused for a long time on ideas about production from the world of industry. Social science influences have also shaped the course of educational leadership casting the phenomenon in a psychological or sociological paradigm. In recent times the concentration has been on accountability, using such terminology as key result areas, level of effort, deliverable/output, outcome and impact. This quantitative economic view of leadership places great emphasis on encouraging competitiveness as a means of gaining a comparative advantage in a liberalized and globalized environment. Leadership that emphasizes accountability to a body outside of the school normally concentrates on four components (Newmann, King & Rigdon, 1998):

- ? *Providing information about the organization (school's) performance*, with the emphasis on evaluation and specification of success/achievement, e.g. test scores, ranking in the educational system;
- ? *Standards for judging the quality or degree of success*; this feature is evident in the growing importance of educational indicators that are used in measurement;
- ? *Significant consequences*: rewards, or negative sanctions, for level of performance; and
- ? *An agent or constituency that receives the information and makes a judgment (the ministry of education, employers, the wider society).*

The accountability paradigm may not necessarily coincide with a culturalist perspective that sees school leadership as persuasion, application of moral principles, and leading for a transformational effect. The culturalist approach is advocated particularly in situations where principals lead diverse populations of both teachers and students and have to respond to communities that are not necessarily of the same

socioeconomic or ethnic composition as the teachers. Bass & Avolio (1994) characterize transformational leadership in a cultural mode as comprising four “I’s”:

- Idealized influence* or *charisma* – the ability to have members believe in the ideas and practices of the leader
- Inspirational motivation* – the power to encourage and reward members for striving for excellence and to believe in themselves
- Intellectual stimulation* - the ability to stimulate members to think and explore original vistas
- Individualized consideration* - attending to the varied needs, interests and problems of members at the individual level

It should be observed that these four characteristics may be attributes of the individual principal. Also, it may be the case that these attributes may be found distributed across many teachers in the school. The challenge for the principal as leader is to bring these qualities to bear on the leadership process in a holistic way if the school as an organization is to derive the full benefit of cultural leadership. The principal has to be concerned not only with leading through application and use of greater knowledge, but to consider how the four I’s, as displayed by himself or herself and other teachers, may improve the quality of the school.

The will and skill of integrating the leadership for accountability and the leadership for transformation paradigms become critical when schools are required to respond to a changing economic environment, propelled by the rapidity of innovation in the technological field. For example, what are the moral constraints evident or implied in the use of Internet technology in pedagogy and student learning? One of the major questions surrounds the attempt to promote more humane school leadership in the face of a rational environment that emphasizes the quantification of inputs, processes and outputs. Such a situation becomes even more pronounced in developing countries where principals attain their position by promotion through the teaching ranks with little or no specialized education in either a transformational culturalist orientation or a rational economic foundation in leadership and management.

The OECS Education Reform Strategy (OERS) as outlined in *Pillars for Partnership and Progress (PPP - 2000)*, sets out clear directions for school leadership, both on-site and from the centralized Ministry of Education. The *PPP* acknowledges that the school is

the centre of learning, and greater focus should be placed on decentralization as a mechanism for school governance. Decentralization assumes greater importance to effect amelioration at the school level in addressing social imperatives identified in *PPP*. For example, school level policies should pay attention to equity in gender treatment, especially in relation to the comparatively low achievement of a significant number of male students. Principals also need to be conscious of appropriate action at the school level to reduce the adversity of disadvantaged children in the educational setting.

One significant challenge for policy makers and system managers is to find and support a mechanism that gives discretionary authority to principals, honouring the validity and relevance of local contextual factors, while at the same time allowing the central Ministry of Education to carry out its role in policy implementation, regulation, quality control, support and provision of resource.

1.2: The Contribution of OERU to School Leadership

The foundation for school management and leadership activities undertaken by the OERU derives from the development of the generic Education Bill completed in 1995. That initiative, endorsed by Ministers of Education, led to a series of within-country consultations and subsequent passage of new Education Acts in Dominica (1997), St. Lucia (1999), Grenada (2002), British Virgin Islands and Montserrat (2004) and St. Kitts and Nevis (2005). So far, Dominica has drafted Education Regulations (2005) to support the Act; these Regulations have been distributed to all member countries and OERU has been providing support for country adaptation. The Dominica Regulations are comprehensive and provide a ready reference and guidance for principals and other school leaders.

The OERU has been assisting the OECS Ministries of Education in addressing matters relating to school leadership and management, particularly through the formation of a Technical Advisory Committee on School Management. The second meeting of the School Management TAC held in Antigua and Barbuda in October 2003 set out areas in which schools and Ministries required assistance to improve the quality of leadership in schools. These areas are:

? Strategic management and instructional supervision

- ? Human resource development issues
- ? Legal issues
- ? Financial management and budgeting

In addition to funding the development of the Regulations, as part of the legal issues agenda, the OERU has been able to complete the following:

- ? Three workshops for principals and senior teachers that addressed strategic management and human resource development issues to some degree. These country-level workshops, held in Antigua and Barbuda, the British Virgin Islands and St. Vincent and the Grenadines, have been successful.
- ? At the request of St. Vincent and the Grenadines the OERU facilitated a workshop on the evolving role of heads of department in secondary schools.
- ? Case studies on school leadership and supervision have been compiled from material submitted by principals and Ministry of Education officials throughout the OECS, and will serve as a resource for principals and other school leaders.

Other professional development materials initiated by OERU are the generic OECS Teachers' Code of Ethics, and the generic OECS Teacher Appraisal Scheme.

Even before the TAC decided on a focus for the professional development of principals, the OERU had commissioned some activities that in the first instance were country-based. Now the products of these interventions are being incorporated in this present initiative, a *Generic Desk Manual for Principals*, as a further resource for all principals in the OECS. Specifically, two of these products are:

- ? *Diagnosis of Supervision and Support Services* (Paul, Pollock and Joseph 2000)
- ? *District Education Officer Profile and Communication and Feedback Mechanism* (Paul, Pollock and Joseph 2000) – both produced for Dominica;

These two documents examine critically the role that education officers play in a relatively centralized educational system. It is interesting to note that since the production of these documents, Dominica has implemented universal secondary education. This venture has allowed the ministry to reconsider the on-site support necessary to enhance the quality of the secondary school experience and to give encouragement and appropriate skill development to the teachers faced with non-traditional secondary school students.

? *A Manual on School Management* produced by the Ministry of Education Grenada, (2001). The strength of this document lies in its blend of theory and advice on school management practice;

? *The Generic School Manual*

This document, an early initiative under the OERU school management programme, intended to provide principals and other school personnel with a straightforward guide to basic principles of school operations and conduct.

The principal's desk manual, therefore, builds on previous related initiatives and draws on a fund of theoretical approaches to leadership.

2.0: The Generic Principal's Desk Manual: A Description

Principals are expected to provide a high quality of leadership and management in conditions of uncertainty. While school- and country-level development and operational plans are in place in a majority of OECS countries, it is the on-site principal who needs support and resources to make critical decisions on a day-to-day basis. The principal has to provide cultural leadership and an inclusive atmosphere for teachers and students who comprise the social system of the school. At the same time, principals have traditional routine and systemic management matters to conduct. The manual comprises broad areas of responsibility and key outputs outcomes of the principal's leadership of the school community. In this manual every effort is made to strike a balance between activities that are intended to maintain the stability of the school as a viable essential social organization in society, and the areas in which principals may encourage meaningful participation of a variety of school and community actors in order to develop and nurture a successful institutional identity.

Functional relationships involving the principal emphasize a collective approach to task completion and problem-solving. The principal ought to approach these relations through a process of collaboration, consultation and information-sharing with teachers, students, parents and school support professionals. Although the principal has the overall responsibility for the school, a distributed approach to school leadership allows for a greater input of a wider variety of ideas for decision-making.

For each work activity identified, strategies and expected outcomes are stated. Although the stated outcomes in the manual represent significant achievement toward goal attainment, principals will find that there are intermediate steps and alternative pathways to overall goal attainment. The manual, therefore, provides the opportunity for principals to explore these alternative pathways and to document the activities that appear to be successful. In summary, the principal's desk manual should be perceived as a set of suggested guidelines that may be applied in specific circumstances. The manual should serve as a yardstick against which principals can measure collective leadership performance, and so take responsibility for their own professional growth and that of their teachers.

2.1: Broad Areas of Responsibility of the Principal

The following categories provide a holistic categorization of the main functions of the principal:

- ? Implement, monitor and evaluate the delivery of the instructional programme of the school;
- ? Manage and be held accountable for resources (text books, supplies, equipment) allocated to the school;
- ? Provide instructional leadership to teachers;
- ? Attend to matters related to teachers' welfare;
- ? Communicate education policies, regulations and school rules to teachers, parents and members of the community;
- ? Nurture students' well being and pastoral care to promote student achievement and discipline;
- ? Establish and maintain a caring, collaborative and supportive school culture;
- ? Establish and maintain viable communication and feedback mechanism between principal and teachers and support staff, among teachers, between school and the Ministry of Education and the community at large;
- ? Facilitate the establishment of parent-teacher associations and the building of linkages with the community and other relevant non-government organizations.

3.0: Leadership and Managerial Activities of School Leaders

The following sections set out major functions of the principal, through the identification of critical tasks/activities, strategies that may be implemented to execute the major activities and the expected outcomes. The outcomes are stated as actions, state of climate/environment and relations that will indicate positive results of schools.

3.1: Manage the School as an organization

Tasks/Activities	Strategies	Expected Outcomes
Keep abreast of educational policies, decisions, priorities and regulations governing the educational system.	<p>Study carefully the Education Act and policy documents, including the Education Regulations, if any, circulars and memoranda received from the Ministry;</p> <p>Study carefully relevant sections of the Education Act and Regulations</p> <p>Read and study relevant speeches and authoritative papers on education.</p>	<p>Principals are knowledgeable of educational policies, decisions, priorities and regulations,</p> <p>Relevant knowledge is reflected in school plans and goals set at the school level.</p>
Keep abreast of educational development and practices.	<p>Participate in pertinent on-going programmes, workshops, conferences on school leadership and management;</p> <p>Subscribe to and read relevant educational journals and other educational literature.</p>	<p>Principals are knowledgeable of new educational trends, theories and practices;</p> <p>Principals demonstrate how to gain access to professional help from a variety of sources;</p> <p>Principals share professional knowledge with teachers to encourage professional and personal development.</p>
Allocate staff to grade/form and subject areas.	<p>Interview teachers in order to ascertain strengths, especially in the secondary school;</p> <p>Make every attempt to ensure the best fit possible among teacher, students and instructional subject areas;</p> <p>Seek teachers' cooperation</p>	<p>Staff allocated to grade/class/form according to qualifications, experience, specialty and aptitude;</p> <p>Teacher performance enhanced through rational and cooperative approach to allocation;</p> <p>Teacher supervision and appraisal are non-</p>

Tasks/Activities	Strategies	Expected Outcomes
	<p>in assigning co-curricular activities;</p> <p>Hold discussions with education and curriculum officers to acquaint them with and elicit their cooperation in curriculum and instructional issues;</p> <p>Supervise teacher performance periodically to monitor the implementation of the allocation process;</p> <p>Involve senior teachers and heads of department in the allocation process;</p> <p>All teachers should be aware of and understand the day to day operations of the principal.</p>	confrontational and produce feedback and corrective measures.

Tasks/Activities	Strategies	Expected Outcomes
Procure, store and supervise use of text books, instructional materials, school supplies and equipment.	<p>In collaboration with divisional heads, and heads of departments:</p> <p>-verify stock in hand, prepare list of needs and complete the relevant forms for procuring books, instructional materials etc.</p> <p>Assign staff appropriately to organize and manage book rental schemes where applicable; the principal should master the critical elements of these managerial tasks;</p> <p>-seek help from principals' association or colleague principals, where available;</p> <p>Inspect storage facilities; and establish a mechanism for allocation and use and monitoring of materials;</p>	<p>Adequate text books, instructional materials, equipment and school supplies procured and stored and allocated according to the Ministry's policy and guidelines;</p> <p>Where textbooks and other materials are purchased by parents, principal is conscious of the minimum and maximum cost of equipping students with school material, and seeks ways of alleviating financial burden;</p> <p>Class sets of texts are available and used judiciously by teachers and students;</p>

Tasks/Activities	Strategies	Expected Outcomes
	Explore mechanisms for ensuring that laboratory equipment is available.	Laboratory equipment is available for students, where such equipment is a requirement;
Establish communication and feedback mechanism among principal, teachers, Ministry of Education and the community.	<p>Consult with education officers, teachers and colleagues in developing a work programme;</p> <p>Bridge the instructional programme of the school to relevant agencies and organizations;</p> <p>Identify and evaluate resources that the community may provide for school and develop plan to acquire these resources;</p> <p>Communicate regularly results of school activities/practices to stakeholders, e. g. student performance, implementation of dress codes, discipline policy, and participation in cultural events;</p> <p>Participate in community-based (service learning) activities appropriate for students.</p>	<p>A supportive working environment created for the free flow of communication among stakeholders;</p> <p>Principal mediates in teacher-teacher, teacher-student conflict;</p> <p>Community supports school through provision of a range of resources;</p> <p>Communication among school participants and stakeholders is present and supportive.</p>
Arrange for the completion of all prerequisite activities prior to the beginning of each term of the school year	<p>Consult with education and curriculum officers and hold meetings with staff to:</p> <ul style="list-style-type: none"> -plan programme, allocate resources, place students and finalize timetabling; -have all textbooks and instructional materials, equipment and school supplies in place; -organize for the cleanliness and security of school building and compound. 	<p>School plant is in a state of readiness to begin new term/year;</p> <p>Resources allocated according to availability and need.</p>
Orient/reorient teachers to educational policies, and regulations, and system of	Conduct staff sessions at the beginning of year/term;	Teachers operate in a knowledge-based environment;

Tasks/Activities	Strategies	Expected Outcomes
appraisal.	<p>Circulate memoranda and circulars to all members of staff;</p> <p>Seek clarification from Ministry on potentially ambiguous areas before implementation.</p>	Teachers express confidence that their opinion and viewpoint are considered in implementation of school policies.
Submit records, educational statistics and data requested by the Ministry in a timely fashion.	<p>Consult with education officer for clarification where necessary;</p> <p>Check constantly with teachers who have the delegated responsibility and provide guidance as often as is necessary;</p>	<p>Requested information and records submitted are reliable and accurate, and deadlines are kept;</p> <p>There is evidence of delegated authority and responsibility in the school.</p>
Use the school discipline policy and school rules to develop a sense of responsibility among students.	<p>Establish a participatory approach with teachers and students in the development of school policies and rules;</p> <p>Involve students and parents in implementation of discipline policy.</p>	<p>School discipline rules and regulations collaboratively developed;</p> <p>Teachers, students and parents involved in implementation;</p> <p>Quality of school discipline improved incrementally.</p>
Evaluate administrative procedures that influence teaching and related activities	Emphasize reporting on issues that influence teaching and related activities.	Teachers work in an atmosphere of clear guidance and support.

3.2 : Develop, implement, supervise and evaluate the delivery of the instructional programme

Tasks/Activities	Strategies	Expected Outcomes
Review previous year/term's work programme with reference to teachers, students, and overall school performance.	Conduct developmental sessions with Heads of Departments, identifying strengths and weaknesses, and discuss appropriate recommendations; Participate in the development of annual school and evaluation reports.	Consensus reached on: -strengths and weaknesses; -successes and failures; -recommendations for planning subsequent school programme; -future remedial and follow-up activities.
Set realistic, quantifiable and qualitative targets for the new academic year.	Teachers, with guidance collectively or in subject/grade groups, identify targets and develop broad programme outlines.	Broad programme outlines developed and used to devise more specific operational plans.
Facilitate the preparation of grade/subject work plans.	Identify divisional, sectional or department heads who would guide teachers collectively and/or individually in the development of their work plans;	Work plans developed and are used as resources for teachers.
Identify strategies for lesson delivery, supervision and evaluation.	Conduct individual and group sessions to share ideas and experiences; Promote and support collaborative climate for teacher learning and sharing;	Teachers practise a variety of appropriate teaching and assessment strategies.

Tasks/Activities	Strategies	Expected Outcomes
Assign responsibility for maintaining quality assurance in teaching	Delegate and monitor the following: - observation of lessons and provision of feedback; - provision of assistance in preparing instructional records and marking students' work books; - conducting of annual/term examinations and continual school/classroom-based	Learning and teaching improve as measured objectively by teacher and supervisor; Accuracy and consistency of instructional records improved; Quality of preparation of teachers' work improved;

	student assessment;	Student assessment reflects purposeful effort of students and teachers.
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3.3: Seek Professional Development and Provide Instructional Leadership

Tasks/Activities	Strategies	Expected Outcomes
Seek and use opportunities for professional and personal development	<p>Join and become active in professional associations and subscribe to professional literature ;</p> <p>Attend workshops and seminars designed to enhance the quality of professional leadership;</p> <p>Design and conduct suitable action research to solve relevant problems;</p> <p>Write research reports based on action research done in local community;</p> <p>Engage teachers and other principals in groups that present and discuss relevant action research;</p> <p>Develop case studies on school leadership and share in professional development sessions.</p>	<p>Effective managerial and instructional leadership practised;</p> <p>Instructional leadership skills sharpened;</p> <p>Knowledge of new trends in education acquired;</p> <p>Repertoire of effective leadership activities developed and used;</p> <p>Research studies on leadership and school management done and viable recommendations implemented.</p>
Foster collegiality and harmonious working relationships among teachers.	Develop working groups of teachers in related subject areas or similar grade levels;	<p>Ideas and experiences shared;</p> <p>Team approach to problem-solving established;</p> <p>A participatory approach to planning observed.</p>
Develop and implement a systematic, coherent approach to bring about desired results in student learning and achievement	<p>Provide opportunities for developing shared vision with all stakeholders;</p> <p>Formulate concise plans to implement instructional and assessment procedure;</p> <p>Evaluate plans and processes and make</p>	<p>Teachers show sense of ownership of school instructional programme;</p> <p>Teacher and student confidence improved;</p> <p>School atmosphere enhances the promotion of creativity and the expression of ideas;</p>

Tasks/Activities	Strategies	Expected Outcomes
	<p>changes where necessary;</p> <p>Encourage the expression of creativity, ideas and opinions.</p>	<p>Collaboration with teachers and stakeholders heightened.</p>

Tasks/Activities	Strategies	Expected Outcomes
Facilitate and sustain a culture of teacher learning that is consistent with student learning goals and other school goals.	<p>Provide opportunities for professional staff development;</p> <p>Give awards in all areas: academic, sports punctuality, leadership etc.;</p> <p>Organize for the provision of facilities for research e.g. school library, computers, resource persons, and well equipped laboratories</p>	<p>School culture promotes the achievement of personal and institutional goals;</p> <p>Teachers receive appropriate commendation for good work in specific areas.</p>

3.4: Treat matters pertaining to teachers' welfare with care and concern

Tasks/Activities	Strategies	Expected Outcomes
Initiate and follow-up teachers' human resource matters	Institute and continue activities related to solving or minimizing human resource issues: - appointments, promotion, transfers, leave etc.	Prompt attention shown and response given to human resource matters.
Reinforce positive behaviour and actions among teachers	Critique teachers' work in a non-threatening manner; Encourage fruitful interpersonal relationships through demonstration and identification of exemplary conduct.	High standard set for interpersonal relationships in school environment.
Organize for the establishment and maintenance of a healthy physical environment.	Make representation for adequate sanitary facilities, comfortable furniture and pleasant working environment; Mobilize resources to ensure cleanliness, beautification and safety; Use positive and rational communication to solve conflict.	Pleasant healthy and safe physical environment is conducive to the promotion of productive work. Reduced level of conflict present in school environment.
Provide opportunities for encouraging exchange of experiences, and open discussion to resolve issues.	Keep an "open-door" policy; Initiate free and frank discussions in an atmosphere of mutual respect.	Opportunities provided for a collective approach to problem-solving; Good working relationships achieved.
Appraise teacher performance in a valid and reliable manner.	In collaboration with supervisors, supervise teacher performance on a regular basis and discuss strengths and areas for improvement; Conduct appraisal periodically throughout school year;	Good professional working relationships established among teachers; Teachers accept ratings and final score on appraisal; Professional development is continual and diverse within school environment;

	<p>Provide the teacher with the opportunity to discuss and comment on the completed appraisal in a non-combative environment;</p> <p>Prepare to support or defend ratings given in all dimensions of the appraisal;</p> <p>Assist in identifying opportunities and mechanisms for teachers to improve in required areas.</p>	<p>Teachers respond to suggestions and recommendations for self-improvement.</p>
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3.1.5: Organize and implement pastoral care and learning support for all students

Task/Activities	Strategies	Expected Outcomes
Identify and organize assistance for economically disadvantaged students	<p>Liaise with teachers, school attendance/welfare officers re identification of disadvantaged students;</p> <p>Identify those agencies that specialize in giving help and support;</p> <p>Communicate information to parents and help them to gain access to such services;</p> <p>Follow through on referrals.</p>	<p>Assistance for disadvantaged students identified and shared with parents.</p> <p>Parents gain access to social services provided by relevant non-governmental organizations;</p> <p>Referral system is in place and works.</p>
Identify and organize assistance for students with behavioural problems.	<p>Promote whole-class guidance sessions to prepare students for academic success;</p> <p>Support school guidance and counselling programme;</p> <p>Provide resources for guidance and counselling service, especially for confidential counselling and storage of records;</p> <p>Encourage students to attend counselling sessions, if required;</p> <p>Discuss problems with parents and seek help from professional specialists, if required;</p> <p>Collaborate with parents and community groups in providing support and pastoral care for students;</p> <p>Reward positive behaviour.</p>	<p>Assistance for students with behavioural problems identified and shared with parents/guardians;</p> <p>Students and parents gain access to specialized agents and organizations;</p> <p>Parent and community support groups help students appropriately.</p>

3.6: Facilitate the establishment of Parent Teacher Associations and the building of linkages with the community and other relevant non-governmental organizations

Tasks/Activities	Strategies	Expected Outcomes
Registration of parents of new students at first PTA meeting at the beginning of the academic year.	Provide basic information about the school and discuss rules and expectations at first meeting for parents of new students.	Parents aware of their roles and responsibilities as partners in their children's education; Effective working relations between home and school evident in use of communication channels.
Establish and maintain strong relationships with parents, community and all other stakeholders.	Involve parents and community groups in interaction aimed at solving student-related problems; Publicly recognize parents' contributions.	Student-related problems minimized through high level of effective cooperation of relevant partners; Public recognition and achievement of school promoted through actions of parents and community groups.
Ensure that parents of students of each year group meet in focused sessions	Promote class and section group meetings of parents with relevant teachers; Organize meetings on a scheduled periodic basis and organize open-days as the situation requires.	Open and effective communication between teachers and parents is present at the class/section level; Parents observing students in class is a normal phenomenon.
Involve parents and outstanding community persons in mentoring programme for students.	Identify specific areas that will be conducive and responsive to mentoring; Set out clear guidelines for mentoring, together with expected results; In collaboration with teachers, counsellors, parents and community groups select potential adult candidates as mentors;	Students encouraged to strive for success and develop study skills; Incentives provided for students to achieve in their studies and emulate role models; School develops a cadre of community-based expertise that supports the all-round development of students.

Tasks/Activities	Strategies	Expected Outcomes
	<p>Supervise the process in order to ensure wholesome relationships that benefit both mentors and students;</p> <p>Collect data on monitoring process in order to build cases of effective mentoring and to deter any form of abuse or exploitation of students.</p>	
Serve as a bridge to community and organizational resources.	<p>Constantly scan the organizational environment to identify material and human resources for the school;</p> <p>Actively seek out partnerships that will extend the educational experiences and knowledge of work environment of students (job attachments/work-study arrangements);</p> <p>Encourage contribution of social and economic organizations to the quality of the implementation of the school programme;</p>	<p>Partnerships between school and community/organizations developed and used judiciously;</p> <p>School shows gratitude for resources provided from external sources;.</p> <p>Students identify with partners and their contribution.</p>

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