Chapter 18
Educational Leadership for Enhancing Quality in Teacher Education

Neeta Baporikar
Professor/Director HP-GSB, Namibia & Doctoral Guide, University of Pune, India

ABSTRACT

Educational leadership refers to the process of soliciting and managing the capacities and vitalities of teachers, pupils and parents toward achieving common educational aims. Educational leadership also refers to an individual or group of people who are in charge and lead schools, institutions, programmes and students. The development of leadership as a separate entity goes some way in arguing that an effective educational leader will share much of the same characteristics as a successful business leader. If one sees leadership as a distinct vocation, then one can see that many of the skills and traits are transferable. However, education is a special case, because teaching students has to be the central purpose that educational leadership must reflect. Hence, even if it is drawn from various existent theories of leadership, yet the success is dependent on how much it would enhance the quality of teacher education. The overall mission of this valuable study is to aid researchers in recognizing and understanding the need of educational leadership for enhancing the quality of teacher education.

INTRODUCTION

Effective education leadership makes a difference in improving learning. There is nothing new or especially controversial about that idea. What is far less clear, even after several decades of education improvement efforts, is just how leadership matters, how important those effects are in promoting the learning, and enhancing quality of teacher education, and what the essential ingredients of successful leadership are. Lacking solid evidence to answer these questions, those who have sought to make the case for greater attention and investment in leadership as a pathway for large-scale education improvement have had to rely more on faith than fact. This chapter examines the available evidence and offers educators, policymakers and all citizens interested in promoting quality education, some answers to these vitally important questions. In particular, it will probe the role of leadership in enhancing quality of teacher education or improving learning.

BACKGROUND

Educational leadership refers to the process of soliciting and managing the capacities and vitalities of teachers, pupils and parents toward achieving common educational aims. Hence, educational leadership refers to an individual or group of people who are in charge and lead schools, institutions, programmes and students to the best education (Leithwood & Jantzi, 2008). They are thus responsible and accountable to make sure that education in their area is at its finest (Spillane, 2006). Educational leadership theories are not only closely related to other leadership theories, but most also originate from them. This is based on the logical premise that, an effective educational leader will share much of the same characteristics as a successful business leader.

Leadership: Types and Trends

Different forms of leadership are seen in the literature and studies on leadership. Some of the most commonly used adjectives to describe leadership forms are: "instructional," "participative," "democratic," "transformational," "moral," "strategic" etc. However, these descriptions could be misleading as the real value of leadership lies in being successful in relation to the goals of the organizations and institutions. Slogan used of the term "instructional leadership" notwithstanding, there are several quite well-developed models carrying the title of "instructional leadership" that do specify particular leadership practices and provide evidence of the impact of these practices on both organizations and students. Hollinger's model (2000) has been the most researched; it consists of three sets of leadership dimensions (Defining the School's Mission, Managing the Instructional Program and Promoting a Positive Learning Climate), within which are 10 specific leadership practices. Duke (1987), Andrews and Sodder (1987) provide other well-developed but less-researched models of instructional leader-

ship. However, distributed leadership is more a fancy which needs to be given careful thought and consideration. This is frequently used in the field of education leadership, where the ideas underlying the term "distributed leadership" have mainly commonsense meanings and connotations that are not disputed as successful leaders are those who are able to draw excellent contributions from other members of the organization. This is all the more true for education leaders where the expertise and specialized knowledge of other faculty members would only account for excellence.

While many in the education field use the term "distributed leadership" reverentially, there is substantial overlap with such other well-developed, longstanding conceptions of leadership as "shared," "collaborative," "democratic" and "participative." Furthermore, when viewed in terms of the definition of leadership suggested here, practical applications of leadership distribution may easily get confounded with the mere distribution of management responsibilities. Promising efforts have recently begun to extend the concept of distributed leadership beyond its commonsense uses and provide evidence about its nature and effects (e.g., Gronn, 2002; Spillane, 2006; Leithwood et al., 2004). Research of this sort also shows that the influence of leadership on organizational outcomes arises from the behaviors of these various people acting as leaders in either an "additive" or "holistic" manner (Gronn, 2009).

However, all said and done, the same two essential objectives are critical to any organization's effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions. Hence, if you see leadership as a distinct vocation, then you will see that many of the skills and traits are transferable. However, as Tony Bush, (1998, 1999) who developed a widely quoted model of educational leadership, argues that education is a special case, because teaching students has to be the central purpose, and that educational leadership must reflect this, which view I uphold, there has to be

Related Content

Technology Integration and the Teacher-Student Relationship
Inaya Jaafar, Aubrey Statti, Kelly M. Torresand James M. Pedersen (2021). *Fostering Meaningful Learning Experiences Through Student Engagement (pp. 196-213).*
www.irma-international.org/chapter/technology-integration-and-the-teacher-student-relationship/268517

Creating Digital Safe Spaces for Gender Expression and Sexual Diversity
Lenora Jean Justiceand Steven D. Hooker (2017). *Teacher Education for Ethical Professional Practice in the 21st Century (pp. 260-288).*
www.irma-international.org/chapter/creating-digital-safe-spaces-for-gender-expression-and-sexual-diversity/168125

Investigating K-12 Pre-Service Teacher TPACK in Instructional Technology Learning
Fitsum F. Abebe, Martonia Gaskill, Tommy Hansenand Xianquan Liu (2022). *International Journal of Teacher Education and Professional Development (pp. 1-16).*
www.irma-international.org/article/investigating-k-12-pre-service-teacher-tpack-in-instructional-technology-learning/284484

Examining the Relationship Among Teachers' Working Conditions, Stress, and Professional Trajectory
Paul G. Fitchett, Sally Lineback, Christopher J. McCarthyand Richard G. Lambert (2016). *Handbook of Research on Professional Development for Quality Teaching and Learning (pp. 573-594).*
www.irma-international.org/chapter/examining-the-relationship-among-teachers-working-conditions-stress-and-professional-trajectory/156807

Using Computer-Based Assessment and Feedback: Meeting the Needs of Digital Natives in the Digital Age
Akrum Helfayaand James O'Neill (2018). *International Journal of Teacher Education and Professional Development (pp. 46-71).*
www.irma-international.org/article/using-computer-based-assessment-and-feedback/204533