



Science of Educational Administration and Finance (Yr. 2005)

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Administration and Management of School: Reform and Theory (1)

Masa-aki Katsuno

Context of Lecture



0. School Administration and School Management: Definition
1. Education Reform and Public School
 - 1—1. School Model Aspired in Education Reform
 - 1—2. Factors Blocking Public School Reform
 - 1—3. Independence/Autonomy of School
2. School Management and Leadership
 - 2—1. Principal's Authority/Leadership
 - 2—2. Theories on Leadership
 - 2—3. Power/Authority/Influence
 - 2—4. Styles of Leadership

0. School Administration and School Management: Definition

- By Law

School Administration= Action of someone with authority to maintain/operate school

- { school administration by the education board
- { internal administration of school (≡ school management, school operation)

- In Reality

School Management = Action to procure and utilize human/material/monetary resources, and to systematically attain school educational objectives

1 – 1. School Model Aspired in Education Reform

“To turn a public school into one, as an educational organ in a region, which is capable to meet requests of the homes and the region, and to develop distinctive school educational activities, based on each school’s as much independent/autonomous decisions as possible”

From the interim report by Central Education Council “Regarding the future modality of the local education administration” (Sep., 1998)

Discussion

- Why is such school called for?
- What are factors blocking reforms?
- How can such school be realized?

1 – 2. Factors Blocking Public School Reform

- Involvements beyond necessity by the education board constrain voluntary activities of school.
- Operational structure of school to assist the principal has not been established.
- Due to a short tenure, the principal cannot run school based on own education principles, nor can he/she take a leadership.
- Human resources credited with quality and motivation are not in posts of assistant principals or principals.

1 — 2. Factors Blocking Public School Reform

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- A lock-step mentality prevails in public schools at large, which prevents to make distinctive schools.
- Locus of responsibility over school operation is ambiguous.
- A consciousness about a school being a region's institution is weak, thus not much trust by residents.
- Schools are exclusive to outsiders, and a coordination with homes and region is inadequate.

1—3. Independence/Autonomy of School

Key Words

- To establish principal's leadership
- To reform school governing organization
- Accountability on school's part
- Open school
 - school councilor, region-operated school
- Distinctive school
- School choice system

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2 — 1. Principal's Authority/Leadership

“Amid the education reform, without a speed and fruits, people won't call it a good school. As it is open, you need a speed—one whereby they judge that a once lousy school has turned around so much better.”

Discussion

What kind of influence does the public school reform exert on the principal's leadership?

2—2. Theories on Leadership

- Traits Theory
- Contextual Theory
- Distributed leadership
- Autocratic vs. democratic
- Task oriented vs. human oriented

2—3. Power/Authority/Influence

- Power

Resource of power: position, personal quality, expertise/craftsmanship

Authority: official power

legal/structural position

Influence: unofficial power

personal quality, expertise/
craftsmanship

2—4. Styles of Leadership



- Instructional leadership
 - leaning of children/pupils
- Transformational leadership
 - capacity building of structural constituent member
- Moral leadership
- Participative leadership
- Managerial leadership
 - objective, accomplishment, accountability