THE ORIZATION OF EDUCATIONAL LEADERSHIP

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Abstract: *In many education systems, school principals are required to become leaders, to unite teachers around a school project, to develop teaching practices, to promote the development of professional skills and even to stimulate a dynamic of organizational development. The goal of management is the unit's good reputation for retaining or attracting the best students. The paper helps schools define strategic plans by setting goals for them to achieve their efficiency and quality goals. Emphasis is placed on human resource management - working conditions, teacher pay, in particular - and on their professionalisation. Another view is based on promoting an institutional culture that fosters change, innovation and creativity. The idea is that the principal or teachers can share the same vision on the strategy to be implemented. The most efficient professionals must lead by example and train their colleagues. Today, it has been proven that leadership is essential for pedagogical innovation, that schools have an overwhelming role to play in improving student learning. Thus, schools that share the same perspectives, the same educational standards, that feel collectively responsible for the academic success of their students create a favourable climate for improving teaching practices.*

Keywords: *leadership, strategies, vision, human resources management*

JEL classification: M12, I21, I25

Introduction

In the early 1980s, when new quality and efficiency goals were set for school leaders, they saw an increase in both their autonomy and responsibility. Amid criticism of the bureaucracy, research has been undertaken to increase, through local management, the efficiency of schools and student outcomes, while parents have been given free choice of school. The development of a school market has strengthened conditions of competition, while schools have been subject to stricter financial constraints on performance.

Several areas of research have been identified. The first aims to maintain the competitiveness of the establishment in an increasingly fierce competition. Work helps schools define strategic plans by setting goals so that they achieve their efficiency and quality goals. Emphasis is placed on human resource management - working conditions, teacher pay, in particular - and on their professionalisation. Another area has specialized in promoting an institutional culture that fosters change, innovation and creativity. Finally, school improvement research aims to transform teaching conditions and pedagogical practices by disseminating research results to teachers, while placing the school in a learning network or community. Other authors support another area of research, called "school leadership."

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Researchers are investigating the conditions and solutions for creating this collective commitment in the institution.

Instead of relying on a purely functional description of the relationships between actors, the authors try to show the importance of information for changing teaching practices.

The term of office has not been translated because it sometimes designates institutional functions (head of unit), sometimes intermediate functions.

Review of the literature

Leadership is essential for educational innovation; schools have a role to play in improving student learning; scientific knowledge about organizational structures, leadership roles, institutional conditions is legionary (Newman & Wehlage 1995, Hallinger & Heck 1996). Thus, schools that share the same perspectives, the same educational standards, that feel collectively responsible for the academic success of their students create a climate conducive to improved teaching practices (Bryk & Driscoll 1985, Newman & Wehlage 1995). The leadership of the school leader helps to promote these conditions.

However, while good schools go hand in hand with competent school leaders, it remains difficult to take school leadership into account when incorporated into day-to-day practice. While the literature is abundant on the structures, curricula, roles, and school processes necessary for educational change, there is less information about how these changes are initiated or implemented by leaders.

Starting from the observation of daily practices is necessary, but insufficient to understand how leadership is exercised within institutions. Observation requires a precise conceptual framework to understand the internal dynamics of leadership, the development of the "distributed leader" and to investigate its practices. The "distributed perspective" developed here aims to build a research agenda that analyzes leadership activity and generates examples that practitioners can interpret and integrate; identify the facets of leadership, relate them to enable leaders to reflect and analyze their actions.

The opening of new perspectives on the actions of leaders is the case of pedagogical monitoring: research shows that it plays an important role in the success of pedagogical innovation.

Distributed leadership, through the analysis of particular cases, is a tool that can change leadership activities more than theories focused on organizational structures and leadership roles, because practices are what generate innovation.

Leadership is not just about the actions and knowledge of the director. It includes the activities of leaders who interact with others in specific situations and around specific tasks.

A look back at school leadership

The aim is to outline the main lines of work regarding school leadership practices. The literature, all trends combined, focused on those in formal positions such as general managers or, at school, heads of units. The definition links the individual's leadership, skills and style. The success of the "big man" theory is undeniable (Burns 1978). This approach established a correlation between character and efficacy (Stogdill 1948, 1950, Yukl 1981).

Self-confidence, sociability, the ability to adapt and work together, allow leaders to inspire their employees, to persuade them to follow. Empirical work shows that character traits increase the effectiveness of leaders (Yukl 1981). Criticized, this theory of leadership has led researchers to approach leadership as a set of behaviours. This research has produced taxonomies of successful behaviours: "follow-up", "advice" and "delegation" (Hallinger & Hausman 1993). Others identified styles: autocratic, democratic, liberal (Lewin et al. 1939, White & Lippitt 1960), employee-oriented, directive (Mouton & Blake 1984), task-oriented

and coordination-oriented (Likert 1967), sometimes evoking a link between behaviour and efficiency.
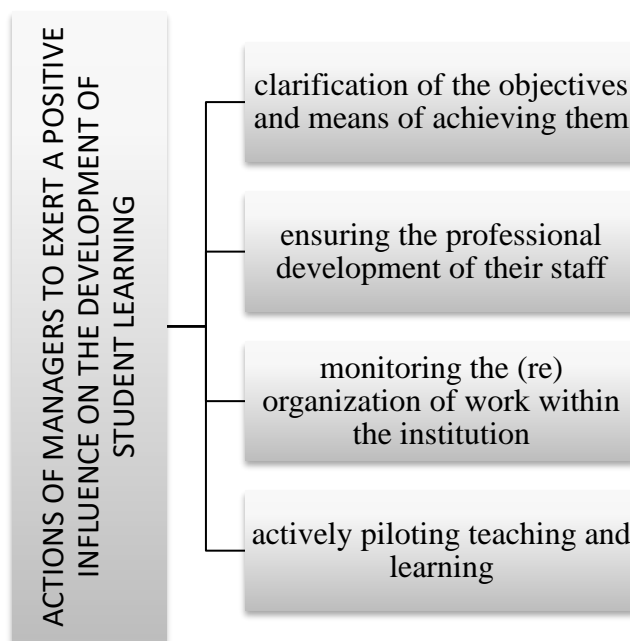
Although these theories are clear, they pose a problem compared to those that highlight, beyond humans, the interest in studying the top of organizations (Heenan & Bennis 1999). Management does not depend only on the director; Teacher coordinators and other professionals are also drivers of pedagogical innovation (Smylie & Denny 1990, Heller & Firestone 1995). In other words, if leadership is limited to organizational quality (Ogawa &Bossert 1995) and the exclusive work of management staff, it is unlikely to provide a comprehensive understanding of school practices. Indeed, discipline coordinators often assume leadership in a different way than management staff; however, the nature and structure of these interactions are essential to understanding leadership practices.

Contingency theory has focused on the relationship between the work of leaders and their actions, goals, and behaviours (Fiedler 1973). It assumes that the most effective organization depends on the environment. While some researchers have focused on situational issues - the relationship between leaders and affiliates, the structure of tasks - others have worked on affiliates' desire to achieve the leader's goal (Hersey & Blanchard 1977).

Effective leaders are based on a repertoire of styles. The effectiveness of a style depends on both the task and the leadership. Thus, a task-oriented style works best with affiliates with limited experience and skills; a task-oriented and relational style is more effective with more mature groups; delegation is more appropriate in the presence of very mature groups (Hersey & Blanchard 1977). Behavioural studies pay little attention to how leaders think about their work. The cognitive flow of decision-making research within organizations has focused on the reflection of leaders and employees on their situation and work, and on the relationships between these cognitive processes and their behaviour.

Comparing the problem-solving strategies of "expert" and "average" directors, the researchers showed that the former are better able than the latter to identify the problem and detect features similar to previous cases. This emphasis on the individual thinking of the leader continues the tradition of seeing leadership as related to personality, skills, cognition and style. If management involves a set of administrators and teachers in an institution, this approach has its limits. Another disadvantage: Focusing on administrators' intentions, values, and beliefs, cognitive approaches risk missing out on cultural, organizational and political factors that influence leaders.

Leadership Styles and Their Impact on Student Performance: In order to have a positive influence on the development of student learning, principals must first of all strive to: (Fig. no.1)

ACTIONS OF MANAGERS TO EXERT A POSITIVE INFLUENCE ON THE DEVELOPMENT OF STUDENT LEARNING

clarification of the objectives and means of achieving them

ensuring the professional development of their staff

monitoring the (re) organization of work within the institution

actively piloting teaching and learning

Fig. no. 1 Representing the actions of managers to exert a positive influence on the development of student learning

The above raises the question of which conception of leadership ensures the best effects. Research on school effectiveness distinguishes between two approaches to leadership in this regard: educational leadership and transformational leadership. Instructional leadership is primarily task-oriented and product-oriented and aims to optimize structures and processes. Above all, it aims to improve existing processes and mechanisms, with management taking responsibility for controlling and coordinating all steps in order to improve student progress. Transformational leadership, on the other hand, focuses more on developing cooperation between employees, in order to bring about a lasting change in the work culture.

Defining a common vision, designing and implementing a collective educational project, as well as the commitment of the institution are considered privileged tools for building the common sense of professional action. In this context, the distributed and shared leadership aims not only to promote the participation and empowerment of teachers, but also to promote collaborative forms of work that offer, in the long run, satisfactory and pleasant alternatives to individualism and each for himself. Different studies seem to indicate that the two leadership styles produce very different effects. Transformational leadership seems to lead to a better identification of teachers with their institution. Educational leadership increases the likelihood that the school will significantly improve student learning outcomes.

Research methodology

This study uses a qualitative methodological approach aimed at finding more detailed information about the role of leaders in the education system in decision making. In the data collection techniques, observation, interview and documentation techniques were used. Data to be collected in this study include leadership roles, decision-making processes, and factors that support the director's leadership role in decision making. Data analysis was performed using data reduction, data display, and verification.

Result

The managing director, unlike the managing director, is the one who is able to lead a team, to guide it according to principles and values, to coordinate individual actions in a collective dynamic, to delegate tasks. and responsibilities to encourage initiatives and

innovation. In the school, the team is the teachers, the school life or the management team. Individual actions are pedagogical and educational acts. The collective dynamic is that led by the educational council or the school council, the school project or the school project. The attention given by school leaders to teachers' behaviours and teaching activities can influence student outcomes. The principal's ability to create a school culture and a school project conducive to pedagogy are effective determinants.

In the ability to share a vision with teachers, to define the missions and goals of the school, the principal can exert an influence on the results. However, the concept of school management through instruction (or pedagogical leadership) was gradually challenged because it remained too close to a traditional and technical view of school administration as pedagogical organization changed. The idea of a transformational leadership has been established by several researchers to better understand the relationships between heads of units with teachers and other staff, parents, students, while the school has become more autonomous with diverse roles and responsibilities. The principal's ability to build a vision, to communicate, to develop collaborative decision-making practices, appeared as important as the limited focus on teaching processes and school content. This conception of transformational leadership has shed light on the collective action orchestrated by the principal to mobilize teachers on common values, while building agreement on the goals to be achieved. School principals in the exercise of their missions are there to help members of the educational community to develop and maintain a professional and cooperative culture. It is based on discussions, observations, criticisms but also common actions. Collective standards of responsibility and continuous improvement stimulate professional learning. School leaders engaged in transformational leadership implement strategies that involve members of the educational community around clearly defined goals, reduce teacher isolation by creating schedules that facilitate groupings, establish daily contact with staff, share power and responsibilities with engaged teams. to a dynamic of change. These school leaders are also essential for the professional development of teachers. They thus ensure the conditions for on-the-spot training, taking into account the needs expressed by the teaching staff. School leaders also seek to solve their problems effectively. They propose new activities in the institution or in the classroom while organizing regular meetings to reflect on the different perspectives of improving the results.

Leadership is defined as the identification, acquisition, allocation, coordination and use of social, material and cultural resources that establish the preconditions for teaching and learning. This involves mobilizing staff and students to identify and address the tasks of education reform and to leverage the resources needed to support the transformation of teaching and learning.

What is the relationship between leadership and management?

If "the essence of organizational leadership is to influence the mechanical execution of routine organizational decisions" (Bass 1990, 14), management involves "maintaining organizational arrangements efficiently and rationally" (Cuban 1988).

Many have noticed that the "managerial imperative" often dominates the work of school leaders, while educational activities receive little attention. The managerial tasks that ensure stability can be very different from the leadership tasks that promote change. However, although the activities of leaders in the managerial and political fields are neither directly nor explicitly related to change in any aspect of school life, they can be an essential element of leadership in general and education in particular. Efforts to change and maintain the status quo are often reflected in leaders' day-to-day practices as a mix of multi-priority tasks and functions. For example, maintaining favourable time intervals for meetings between teachers can allow for pedagogical innovation.

Leaders who neglect managerial concerns do not make it easy to understand the importance of leadership tasks. Therefore, efforts to transform teaching and learning guided by a technical logic are likely to depend on a legitimacy maintained by the institution, in a renewed trust in external elements, which are guided by an institutional logic. In this regard, most of the work of school leaders is directed to external elements to protect the legitimacy of the organization. In other words, tasks designed to promote change may depend in part on the success of tasks designed to maintain the status quo.

Classification of task management practices is difficult because the work of managers is characterized by "conciseness, variety, and fragmentation" (Leithwood & Steinbach 1995). At school, the disjointed, discretionary work of leaders, carried out "in a hurry" (Weick 1996), leads them to focus on solving short-term problems rather than considering a long-term strategy. However, because leaders do not work only in response to their environment, the analysis of their practices is related to understanding the organization of tasks that, over time, guide their work. While the task-centric approach makes it possible to approach leadership practices, other approaches focus on the "role network" at the heart of organizational leadership between actors. The one chosen here refers to the correlations between management activities or practices rather than the social interactions between individuals; the distributed framework for analyzing how social interactions and the situation simultaneously shape leadership practices.

What is a leadership mission? Building a school project, conducting a disciplinary board, conducting a meeting to convince parents of the benefits of internal rules, or conducting an educational pursuit of a reading class are part of this, but their scope varies. Building a school project involves many sub-tasks: writing a pre-project, meeting staff to discuss it, making changes takes months, even years. On the other hand, organizing a disciplinary board is a micro-task that falls within the macro-function of establishing a calm climate in the establishment. The literature describes various macrofunctions that characterize successful coaching. The management of the institution, the organization, planning and coordination of the curriculum, the adequacy between the professional training and the needs of the teaching staff, as well as a high sense of order and discipline are some characteristics of the efficient school communities.
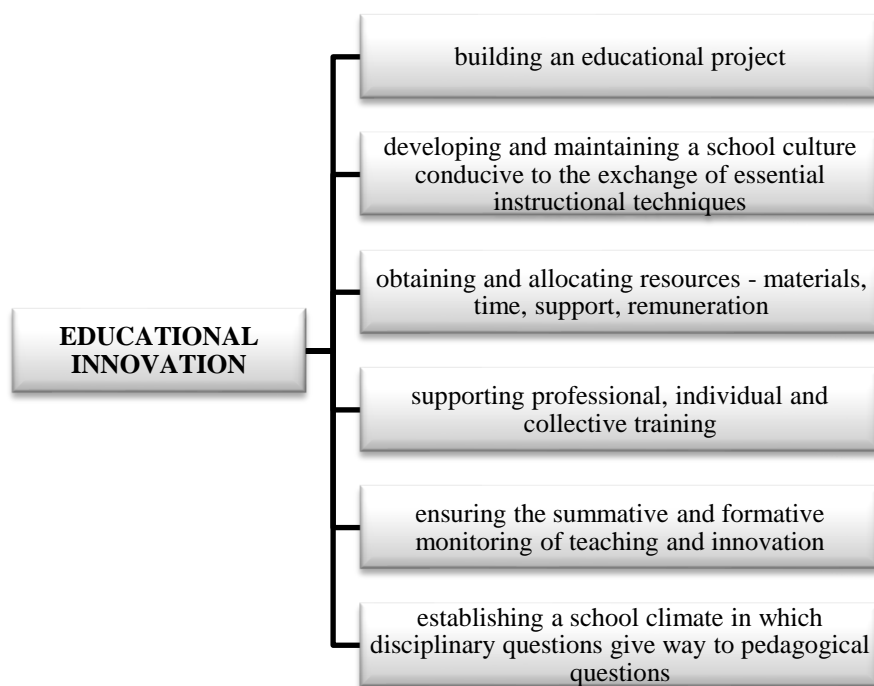
Fig. no. 2 Representation of educational innovation

- building an educational project;
- developing and maintaining a school culture conducive to the exchange of essential training techniques by building standards of trust, collaboration and intellectual stimulation among staff members;
- obtaining and allocating resources - materials, time, support, remuneration;
- supporting professional, individual and collective training;
- ensuring the summative and formative monitoring of teaching and innovation;
- establishing a school climate in which disciplinary questions give way to pedagogical questions.

Encouraging teachers to work together through an adapted schedule allows leaders to set standards for collaboration within the institution. Similarly, performing micro-tasks - frequent observation of lessons, distinction between formative and summative assessment, development of professional relationships between observer and observed - makes it possible to perform macrofunctions to support professional development and pedagogical follow-up..

Tasks can also be classified into pedagogical, managerial and political categories, although they are not mutually exclusive.

Research on organizations in general and schools in particular has shown that the clarity and complexity of pedagogy influence leadership behaviour. Thus, greater accuracy in teaching practices allows leaders to better control teaching. Moreover, in-depth analysis of leadership sometimes reveals significant differences between seemingly similar tasks.

Execution of management tasks

Beyond identifying and analyzing tasks, it is necessary to examine their execution, which differs greatly when it comes to influencing what teachers do. There is often a gap between the actions of individuals and what they say about them, without duplicity. Organizational policies may reflect tasks that are more ideal or desired than real

Analyzing leadership practices involves understanding how leaders define, present, and perform their tasks. The most competent school leaders are more able to regulate problem-solving processes and are more sensitive to the requirements of tasks and the circumstances of solving them. However, it appears that a greater variety of processes influence how leaders perform their tasks.

Observing lessons and distinguishing between formative and summative assessment helps, for example, to fulfil the macro function of supporting professional development.

School principals' strategies to feed the teacher's reflection: (Fig. no. 3) (Blasé&Blasé 1999, 359).
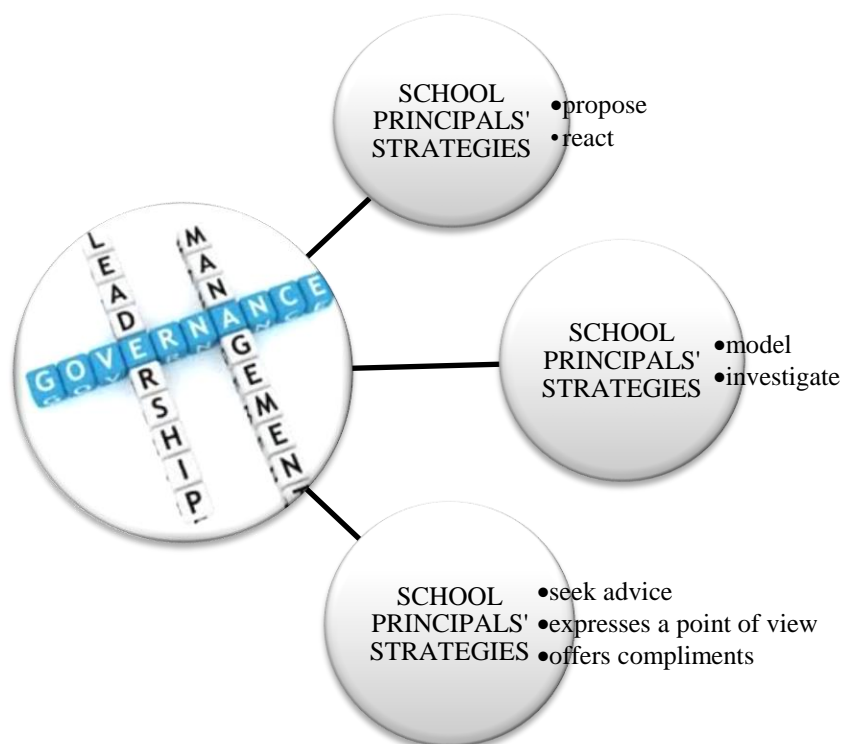
Fig. no. 3 Representation of school principals' strategies

This activity has helped to understand how school leaders perform their daily tasks, however, it has shed some light on the beliefs and experience that leaders bring to their work and, in some cases, on the influence of the situation on leadership practices. For example, during innovation-critical tasks, their pedagogical knowledge and ideas about teacher learning can influence how they present and execute them.

Education and society believe that while leaders can leverage their position of authority to support the ideas and actions they support, employees can influence them based on their personal characteristics, information, knowledge, or expertise. Finally, affiliates can direct leaders' strategies through subtle means such as "creative insubordination" to resist administrative scrutiny.

Theorists believe that the most efficient or appropriate structure for organizations depends on the nature of the work they undertake and the environmental requirements they have to negotiate. The clarity and complexity of educational technology influence the degree of coordination and control of teachers' work by school administrators. Other situational variables - support from officials (provision of resources, technical assistance, setting priorities), staff composition (age, level of education, stability), social context and socio-economic status of parents - must also be analyzed.

This paper reveals that the effectiveness of leaders depends on adapting their behaviour to the characteristics of their staff. Units where staff are stable and mature are more likely to be indirectly managed than units where staff are younger and less stable.

The notion of distributed leadership is inspired by the evolutions of cognitivism and especially by the work of the American researcher Edwin Hutchins. In his book Cognition in the Wild (1995), he observed the work of the crew of an American warship. Hutchins is interested in piloting and how to bring the ship home. Through his analysis of the activity, he shows that each action is part of a cognitive and rational system shared by crew members to achieve a common goal. Each individual, although consciously focused on his task, remains in close interaction with others, even if he does not see them. No scenario, no action plan has been defined in advance, but people learn, communicate, act collectively and know what to do

when certain conditions arise in their environment. It is a form of distributed knowledge, of collective learning in action. This idea shows how certain representations and knowledge are shared between people and artifacts within the school. Distributed management is a social practice that generates differentiated actions according to several groups of individuals, work and tasks being defined as the interactions take place, while they are based on digital work environments integrated in the pedagogical organization of the school. Because these social contexts influence human interactions and learning, different skills are therefore implemented according to representational media that govern not only the internal relationships between members of the educational community, but also the forms of action. The latter appear in concert among a set of networking individuals, some of whom take more initiatives and responsibilities than others.

Distributed school management differs depending on the degree of support given to changing teachers' practices by the school principal and the degree of rigidity or flexibility of the organization.

Ad-hoc distribution: the pedagogical organization is gentle and flexible, but school management practices lack coordination, so the benefits are limited in terms of improving student outcomes.

Autocratic distribution: the structure of the educational organization remains unchanged, but the participation and involvement of members are encouraged. However, the rigidity of the organization limits any development towards changing or improving teaching practices.

Personal distribution: the structure remains unchanged, but opportunities have been created for limited forms of development and innovation. The work is coordinated, and many teachers are individually involved, but do not take into account the actions of others.

Autonomous distribution: a flexible structure promotes innovation and change, the work of management is coordinated and distributed in such a way as to have an effect on the organization. There is a clear commitment to co-construction and transformation processes.

Distributed school management corresponds to the emergence of new forms of collaboration, cooperation and networking of schools. These organizational arrangements are characterized by the development of hierarchical and horizontal rather than vertical relationships. Distributed school management therefore corresponds to the new ways of working common in many schools in which teachers occupy an important place. Teamwork and professional learning are structuring ways of these new activities oriented towards the dynamics of change and the improvement of results.

The introduction of new tools or artifacts makes the work of leaders more efficient and has the potential to transform the nature of leadership.

Leaders can modulate the forms to define the aspects of practice that they consider good to follow, the fact remains that the forms are a decisive element of the observation practices:(Fig. no. 4)
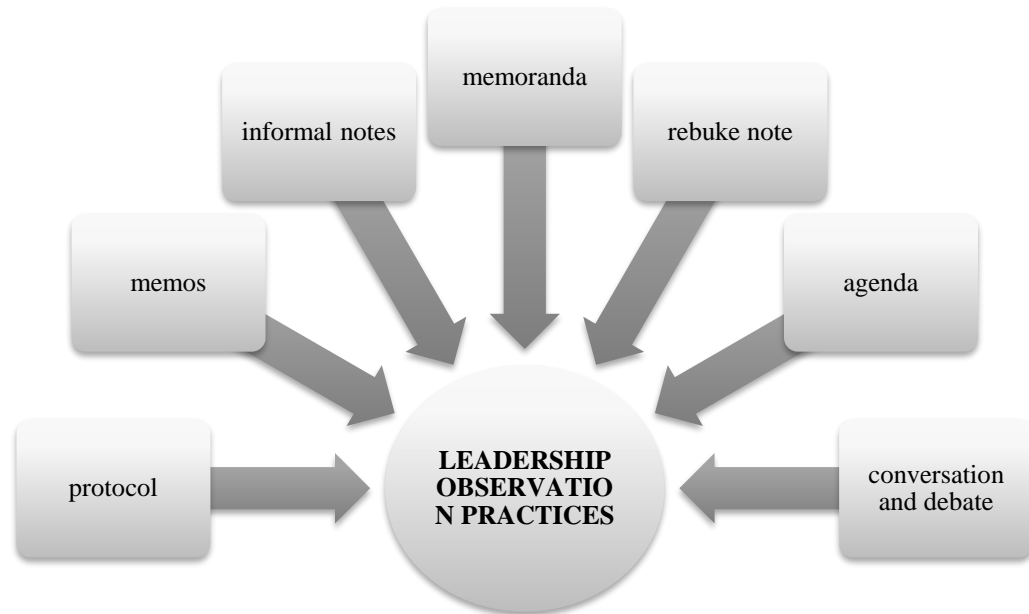
Fig. no. 4 Representation of leaders' observation practices

- The protocol is not just an accessory or help that the leader uses a priori to perform an assessment task, its modification can help to change teaching assessment practices.
- Memos are artifacts aimed at addressing communication issues within the institution, ranging from disseminating information to personal messages about events.
- Informal, handwritten notes to congratulate a staff member on the quality of their work, to remind them of their responsibilities, or to check these notes may send a message of encouragement, interest, and are often seen by both parties as a non-threatening means of communication.
- Formal memoranda establish mandatory communication procedures; they establish the conditions of dismissal, the cases of discrimination, they take note of the possible legal consequences.
- The reprimand note often replaces a difficult face-to-face between a leader and a teacher, is part of the extension of the leader's prerogatives and informs about the intended administrative follow-up. These notes also serve as legal artifacts and can attest to the communication if either party seeks damages.
- Memoranda not only send messages within the institutions, but are, in their very form, an essential tool to help define governance practices.
- Meeting agendas are used to identify legitimate points of discussion (and arguing).
- As they guide the conversation and debate, they are influential tools for leaders. They vary in a single leadership activity and from one activity to another: they become powerful formal artifacts that guide the educational agenda or emanate from the problems of the school community.

Thus, the same team of leaders determines a different agenda depending on the occasion. In a preparatory meeting, the team consciously develops an agenda to suggest to participants that their contributions will be an integral part of the meeting time. On the other hand, the meeting takes into account the preparations, has a structured agenda and disseminates information to the public without the possibility of feedback. In both cases, the agenda is constitutive for the management activity.

According to staff, these opportunities for dialogue have contributed to the destruction of this reserve structure and to the creation of one that promotes communication and the exchange of information. In other words, management practices extend to the structures that

allow the creation and flow of knowledge within the organization. In this case, the leader's practices redefined the organizational structure and were redefined by it.

Conclusions

The focus was on leadership practices that address leadership. Understanding these practices requires overcoming the roles, strategies, and personalities of formal leadership positions to examine how these practices are distributed among leaders, followers, and symbolic or material artifacts of the situation. These artifacts, tools, language, etc., are not a simple appendix, but a decisive element of these practices that are embodied in the execution of tasks in and through the interaction of leaders, affiliates and the situation.

The ability of a person (especially management) to make decisions in a rational, logical, realistic and pragmatic way is a major milestone in measuring management efficiency.

Effectiveness criteria for decisions imply the quality of decisions about the extent to which decisions affect performance while subordinate engagement is related to how important subordinates engage or accept decisions so that decisions can be implemented. A good leader is able to influence other people or parties to want to move and support an organizational goal. The principal is an influential person and plays a role in the administration of the school. The principal as a leader in education always confronts teachers, staff, students and the community. One aspect of the director's success is how he makes decisions. As a leader, the principal is responsible for making effective decisions in order to achieve the goals to be achieved and to encourage, monitor the teacher and all elements of the school in the performance of all their duties. The director as a leader must be able to make wise decisions. Decision making is a human process that takes place and includes individual and social phenomena, based on the premise of values and facts, concluding a choice between alternatives, with the intention of moving towards something desired. Decision making is one of the main responsibilities of every leader or manager. Decision making can be considered as one of the results or outputs of mental or cognitive processes that lead to the selection of the path from several available alternatives. Every decision-making process always produces a final choice. The quality of the decisions of a leader or manager is very important for two things.

The school is one of the educational organizations and institutions run by the principal. The principal is one of the many people who play a role in improving the quality of education. As the director who holds the management or is referred to as the administrator, he / she must be responsible for the regulation and supervision of the members, including the teachers and the staff. Thus, the principal must be able to make harmonious progress in research in social sciences, education and humanities, atmosphere and to make good communication between the principal, teacher and staff. Developing the quality of school education also requires quality managerial skills.

The ability to communicate in the organization, make decisions and give the right reward will be able to improve the progress of the school in the context of the competition for an increasingly advanced and modern education. The principal is an influential person and plays a role in the administration of the school. The director has various main functions, one of which is that of leader. The principal as a leader in education always confronts teachers, staff, students and the community. One aspect of the director's success is how he makes decisions. As a leader, the principal is responsible for making effective decisions in order to achieve the goals to be achieved and to encourage, monitor the teacher and all elements of the school in the performance of all their duties. Leadership is the process of influencing other people and the process facilitates the effort of a person or a group to achieve their goals. The director as a leader must be able to make wise decisions.

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