

## Preparing Leadership in Developed Countries

Dawa Sherpa

Lecturer

Central Department of Education Kirtipur Kathmandu

*dawa084@gmail.com*

### Abstract

*Today, most scientists and researchers of education believe that if it is supposed to have a change in education field today, it should be started from education management (Behbahani, 2011). The subject of this research is the necessity of training educational managers and leaders. School leaders are the most important agent for educational institutions. School's overall performance depends on the leader of the school. They are in charge with guiding and supervising teachers during education activities. School managers are extremely important for carrying out schools' vision and mission. In this case, splendidly training school managers who have such an importance for education systems and bring them in equipment which is required for serving their school well enough have quite importance (Tugba Turabik, Gulsun, Atanurbaskan, Seval Kocak, 2014). Various countries of the World have practiced for school leader development training. In this study, certain developed countries' schools leaders' development models are studied.*

**Key words:** leadership, developed countries, education, preparation

Received : 19 Aug. 2018

Accepted : 20 Sept. 2018

### Introduction

“Leaders are made not born” The greatest leaders have a combination of skills such as self-awareness and regulation, self-motivation, social skills, and empathy (Ambler, 2017). That can be learned, developed and improved. These skill can acquired in the right environment and under the right circumstances, can learn and perfect. Innate leadership abilities and the

necessary talent like confidence, vision, and effective communication an emerging body can be grown and developed through schooling, general life experience and deliberate practice.

Leaders' reparation is challenges job but every organizations and countries developed leader as demand of the organization and country. There are certain inborn characteristics that influence people to be and become leaders though it can prepare

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(ibid). An organization depends on the leadership skill, Success and failure of the organization depends on the leaders. Successful educational leadership guides the nations towards developed country.

There is no universally accepted definition or criterion for developed countries generally a country with a lot of industrial activity and where people generally have high income are developed countries. Economic criteria have tended to dominate discussions. One such criterion is income per capita; countries with high gross domestic product (GDP) per capita would thus be described as developed countries. Another economic criterion is industrialization. More recently another measure, the Human Development Index (HDI), which combines an economic measure, national income, with other measures, indices for life expectancy and education has become prominent. This criterion would define developed countries as those with a very high (HDI) rating. In present Norway, Switzerland, Australia, Ireland, Germany, Iceland, Hong Kong, Sweden, Singapore, Denmark, Canada, United States are the top ranked in developed countries.

Developed countries are the reasons of the qualified leader who make the country advanced. The advancement of the country depends on the educational system and leadership of the organization. In Nepal, community schools achievement is not satisfactory it is the reasons of the unskilled unqualified leader. Educational institutions of Nepal are not performing well as their target goals. Qualified students are migrating abroad in search of better institutions. How does educational leader prepared in developed countries is the issue for the study. So this paper aims to present

preparing leadership in developed countries (Singapore, USA, Turkey, Canada and England) and seek to answer the questions of how leaders are prepared in developed countries. This study is based on literature review based on published article, website and books related to title of the study.

### **Discussion**

#### **Leaders in Education Program in Singapore**

Singapore was the one of the first countries to require a specialist leadership qualification for principals, which introduced the Diploma in Educational Administration (DEA) in July 1984 Bush and Chew (as cited in bush, 2008). The DEA was a full-time pre-service program, which included an internship of eight weeks at a mentoring principal's school. The mentors model their practice and also provide feedback to the mentees on how they have handled a variety of school-generated tasks (ibid) conclude that 'taken together, the internship experience and management theory input acquired through coursework provides for a strong training background'. Chong et al (as cited in Bush 2008) add that the DEA 'was known for its excellence in training school leaders' The DEA was replaced in 2001 by the 'Leaders in Education' program (LEP). The LEP is a six-month milestone executive program for specially selected vice principals and ministry officers (about 30 - 40 in a cohort) in Singapore to prepare them for school leadership. This executive model has similarities to what one would experience in an MBA program. There are varied opportunities for industry leaders to provide interactive sessions in leadership and strategic management to guide decision-making and organizational reform (Jensen &

Clark, 2013). This program also adopts a structured and system-wide incorporation of mentoring (Hean, 2009). At its core, the LEP aims to develop principal-ship capability that is values-based, purposeful, and forward-looking, anchored on both strong people leadership and instructional leadership (Ng, 2007). These officers have a track record of good potential and performance appraisal and have successfully passed a series of situational tests and selection interviews conducted by the Ministry of Education (MOE). The selected participants are fully sponsored by the MOE to engage in the LEP full-time and they receive a salary during this stint (Ng, 2008). Such is the commitment by the MOE to develop outstanding principals. This is similar to the Finnish educational system, where school leaders are fully sponsored with support for induction, mentoring, peer-support and continuing professional education (Hargreaves, Halasz, Pont, 2008).

### **Professional Standards for Educational Leaders in United States**

In United States most of states require aspiring principals to acquire an approved qualification, usually at master's level. It has formulated a theory of educational administration at first time. By 1945, 125 institutions, mostly universities, offered courses in school leader training and many states then required the successful completion of such a program before becoming principals or district supervisors Huber (as cited in Bush, 2014).

The Professional standard for Educational Leaders 2015 (PSEL 2015) was developed by The National Policy Board for Educational Administration (NPBEA). The NPBEA is a group comprised of nine educational organizations responsible for

the accreditation of leadership preparation programs and professional learning for practicing school administrators in the US. The PSEL 2015 were created to respond to current research regarding improving student learning and challenges facing education such as globalization and decreasing school budget. PSEL 2015 supports how leaders are prepared, hired, evaluated, and supported in their work The PSEL 2015 is organized around ten interconnected domains that reflect research and practice-based qualities and values that impact student learning. According to Mongillo (2017), the standards are as follows:

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

The PSEL 2015 states they are not a list are expectations for leaders to adapt and fit into their specific school and district contexts. Likewise, they recognize that the implementation of the standards may have exacting issues or challenges in different situations, and thus need to be thoughtfully

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applied. Principals who have preschool programs in their buildings may need to consider how ECE should influence their understanding of and ability to apply the standards in their daily work (Ibid).

### **Training and Assignment of School Managers in Turkey**

The assignment of school managers in Turkey is set out by “the Regulation on Assignment and Relocation of the Managers of Educational Institutions of Ministry of National Education (MEB)” (Tugba Turabik, Gulsun, Atanurbaskan, Seval Kocak, 2014) According to the regulation, those who want to be principal has to participate in written and oral exams. Assignment score is determined by taking 70% of the score of written exam, 30% of oral exam and the score calculated based on “Manager Assignment Form” containing the trainings received by manager candidates, awards and punishment, career situations and additional scores towards some special cases (ibid).

The MEB has set the certain qualification for principles. They should be teacher graduated from higher education, To continue in service as teacher in staff of the Ministry as of the deadline, To have served as regular teacher for minimum two years, To have served as head assistant of principal or assistant principal or the teacher having principal , Authorization for one year as of the last application date of written exam, Not to be dismissed from management duty as a result of judicial or administrative proceedings or not to take the punishment of depriving from salary or a more severe one in the last four years as of the last application date of written exam.

According to the Regulation on Assignment and Relocation of the Managers of Educational Institution of MEB, the evaluation system is made through written

and oral test. Written exam is made through central system, considering staff needs. The candidate taking 70 or above for full score of 100 is deemed successful. Written exams have three years validity. The subjects and score ratios of written exam are: Turkish grammar: 10%, Human Relations and Communication for Management: 4%, School management and improvement: 10%, Leadership of training-education: 10%, ethics in Education and management: 4%, Turkish administration system: 5%, Protocol rules: 2%, Ataturk’s Principles and History of Turkish Revolution: 2%, General Culture: 8%, Legislation on various subjects such as education, official duty, tender, knowledge acquisition.

According to the Regulation on Assignment and Relocation of the Managers of Educational Institution of Ministry of National Education, the subjects and score ratios of oral exam are: legislation knowledge and specialty level: 20%, analytical thinking and analysis capability: 10%, representation ability and merit level: 15%, compatibility of his/her attitudes and reactions with the job to be done: 10%, reasoning power and comprehension level: 10%, communication skills, self confidence and persuasive ability: 10%, command of innovations and technologic developments: 10%, general culture level : 15%.

### **Leaders (Principal) preparation in England and Canada**

To be principal in England, the teacher should have masters or doctorate degree. Instead of this qualification he should have school development professional skill. National Professional Qualification for Headship (NPQH) conduct comprehensive training program who want to become principal for the purpose of acquiring practical and vocational training based on school development professional skills. National College for School Leadership

(NCLS) was opened for NPQH put in practice firstly in 1997. In 2009, NPQH certificate was made compulsory for those who want to be assigned as school manager (Tugba Turabik, Gulsun, Atanurbaskan, Seval Kocak, 2014)

In Ontario Canada all aspiring leaders must complete the Principals' Qualification Program (PQP) before being appointed as a principal or vice-principal. Candidates must follow 60 hours of practical experience, which involves taking a leadership role in their school, supervised by their principal. Bush and Jackson (as cited Bush, 2014).

### Conclusion and Recommendations

In our country Nepal, there is no criteria and provision of leadership training and academic criteria to be school head teacher. Head teacher are selected on the basis of senior level senior teacher. However, considering other developed countries, it is observed that the individuals who want to become school manager is selected meticulously, trained as efficient leaders for formation of effective schools. The principals in these countries are selected among candidates by reviewing their various qualifications by school boards or school councils. In our country, it is necessary to train principals in a way to respond these needs after determination of the needs of our schools. The persons giving trainings should also become the person experienced and expert in his/her field. If it is thought that principals are chief of the teachers in school, their education levels higher than teachers will increase their powers to affect teachers. Thus, principals should at least have postgraduate diploma especially in the field of education management. For assignment of principals, consensus should be provided by also taking views of stakeholders of school. Due the fact that principals should also be leaders to guide in educational, organizational, cultural

and other areas to the teachers, students, other staff in school and parents, the persons having such features should be assigned as principal. Unfortunately, no these features can be measured only through exams. Therefore, extended evaluation models should be used while selecting principals, provided that leadership characteristics can be analyzed in depth.

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