"Managing School Operations and Resources" February 5, 2013

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As school administrators contemplate competency 6 of the *Draft* Charter School Leadership Rubric to "manage school operations and resources" one might consider the relationship and distinction between leadership and management. If one manages "resources" and leads "people" I think it is safe to say that most school based administrators aspire to be leaders and not managers. Still, management needs to be completed at the school. How can this be accomplished when administrators are predisposed to need more time for professional tasks like classroom observation and curriculum leadership? A recent review of our leadership blog suggests that delegation of management issues is one possible solution. Others suggest that perhaps the principal needs to own the technical aspects of school management so that (s)he has credibility with teachers on management issues.

An important premise of competency 6 is that managerial leadership, although sometimes discredited as limited and technical, is an essential component of successful leadership. Competent management is necessary to ensure implementation of the schools vision and strategy.

Salient features of scientific management (Frederick Taylor) could be read by school administrators substituting principal for manager and teacher for worker.
1. the principal (manager) is responsible for the results of the organization
2. the principal (manager) determines the most efficient way of doing work
3. the most capable person performs the task
4. the teacher (worker) is developed to perform tasks
5. the principal (manager) monitors performance

While Taylor died a century ago, it is still possible top see remnants of scientific management in the school organizational models of today. There are problems with this model. It is too top down for a modern professional organization like a school, the directive power of management erodes professional autonomy of teachers and management is not visionary. The school leader needs to set direction while the school manager role is to operationalize the plan. On the other hand the managerial model has its' strengths. Good management facilitates stability and organizational effectiveness. Additionally, good management contributes to successful leadership.

"Educational leaders must - as must all leaders - be able to manage... leaders often must allocate resources, deal with budgets, and organize the enterprise in order to enable people to do the work necessary to move the organization toward its vision."
Owens, R.G. (1998), Organizational Behavior in Education (p. 217).

"I have never been fond of distinguishing between leadership and management, they overlap and you need both qualities." (Fullan, M. (2001), Leading in a Culture of Change, p. 2)

Bolman and Deal (1997, <u>Reframing Organizations</u>.) suggest that some school based administrators demonstrate **Structural Organization** leadership style (employing managerial leadership). They describe this leadership model as:

metaphor for organization   factory/machine

central org concepts   rules, roles, goals, policy, technology, environment

image of the leader   social architect

leadership challenge   attune structure to task, technology, environment

For further discussion of leadership in organizations or the dichotomy of leadership and management see the following seminal titles:

Deal & Peterson. <u>The Leadership Paradox - Balancing Logic and Artistry in Schools</u>.

Gareth Morgan. <u>Images of Organization</u>

Finally, how might one identify distinctions and similarities between school managers and school leaders? One common thread in the literature suggests that "managers do things right" and "leaders do the right thing." Doing "things right" implies following linear rationale policy and processes. However, doing the "right thing" implies judgement, artistic qualities and non linear problem solving.

While there are some distinctions between management and leadership, it could be demonstrated that they are complimentary Bolman and Deal argue that the effective school principal is wise to satisfy both managerial and leadership needs in their school organizations.

"Leading and managing are distinct, but both are important. Organizations that are over managed but under led eventually lose any sense of spirit or purpose. Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment that wise leadership provides." (Bolman & Deal (1997), <u>Reframing Organizations</u>, p. xiii).

Questions to consider as you work through the breakout sessions.

Breakout 1 – Implements **safe and caring** learning environments/ **Crisis response**
planning.   (Ian Gray contact at igray@auroraschool.com)

1. How do you designate individuals in charge in your crisis response plans? What happens when they are not present during an emergency?
2. Who is a part of the emergency planning team?
3. What hazards do you plan for?
4. How do you communicate with members of your community in an emergency? Who do you communicate with?
5. What are your post-emergency procedures? How do you communicate to stakeholders?
6. What policies/practices do you employ to ensure a safe and caring learning environment?

Breakout 2 – Develops and monitors **school budget** and **technology** budget issues

7. Who is involved in the development of your school budget? In what capacity?
8. How do you divide up budget categories? What are they?
9. Outside of regular per student grants, what funding do you bring in to support your school?
10. How do you deal with staff salaries as part of your yearly budget review?
11. How much latitude do site based administrators have in determining their school budgets, staffing levels etc?
12. How does technology fit into your annual budget? Do you have an ever-greening strategy in place? How much is your annual technology budget?

Breakout 3 – **Time management** for administrators and models of **work/life balance**.
                                    (Janet Rockwood at jrockwood@auroraschool.com)

13. Jim Brandon blogged about some extremely valuable advice he received from the former principal in his first principalship: "one thing at a time, most important thing first, start now". How do you prioritize? What is most important? How do ensure that the little things don't consistently get moved to the bottom of the list?
14. As Jeney Gordon pointed out, we need to recognize and differentiate between what we feel needs to be done and what others feel needs to be done. How do you balance your priorities with the priorities of others in order to foster and maintain effective relationships?
15. Do you have some tools that you use to facilitate optimum time management such as lists, calendars or schedules? Does this help you to avoid being overtaken by administrivia?
16. In what ways do you model life/work balance for your staff?
17. What are some ways that you encourage your staff to find and maintain this balance?

Breakout 4 – **Strategic staffing**

18. What does staff recruitment look like in your school? How do you try to ensure a good fit with your mission and vision?
19. Has your school program evolved over the years? If so, how do you ensure that your staff comes along and embraces and supports changes?
20. How is the school timetable developed in your school? Does performance assessment affect deployment decisions?
21. How do you provide ongoing support and professional learning experiences for staff to ensure quality teaching and learning?

Breakout 5 – School management and planning issues for the **first staff meeting** of the school year.

22. What are your priorities as you plan a new school year?
23. What are the goals and key features of your first staff meeting of the school year? When preparing the agenda, who do you consult with?
24. When planning your managerial tasks, are there tasks that you are unwilling or unable to do?
25. If you are planning new initiatives, do you define what the components of the initiative will look like? What needs to be changed or abandoned? What new processes or practices might be initiated? Who might do each task? (from Michael Fullan, Leading in a Culture of Change).

General questions…

26. What were the most difficult tasks/issues for you to deal with when you were a first year teacher (or the first year teacher on your staff)? How could these difficulties be minimized?
27. What were your most difficult tasks/issues for you to deal with when you were a first year administrator (or the new administrators in your organization)? How could these difficulties have been minimized?
28. What can you do to further develop capacity in your staff?