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Teacher Managerial Leadership for Improving School and Classroom Quality[1]

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ABSTRACT

Most of teachers have been working in the negative conditions in the classroom within the school preventing them implementing educational reform and doing good teaching and learning for all students. Since the early day of the one classroom school house up to the present day of the multiple classrooms school house they have been working individually isolated physically from another fellow teacher. The ideal school and classroom quality for all students could be far away yet. In addition, formal school organization limits teacher to think freely during they encounter classroom problems due to bureaucratic regulations and external tight supervision. Rationalistic thinking and actions neglecting the possible impact of the dynamic local contexts the school and the classroom have been the modal pattern of teaching conducts and give raise to the failures of the majority of schools and students. These have been called the mechanistic and structural ways dealing with day to day educational problems imposed from external power. Some developed nations have been extending the roles of leadership to teachers within and beyond the classroom context based on research findings that teacher leadership benefits for the school, the teachers, the classroom, the students, and the school communities. This short paper would propose the need for teachers to assume roles as leader as well as manager to improve the quality of the school and its classroom for all students. Every teacher has to lead teaching and learning system with its dynamic and to manage the arrays processes the teaching and learning system. Every teacher individually as well as collectively has to be working collaboratively to build good quality education using broad based educational partnership, networking, capacity building, empowering all, developing smart thinking, exploring the power of culture, religious values and the spiritual power of the community,

Key words: teacher managerial leadership, limit of bureaucratic school organization, teacher leadership roles

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1. INTRODUCTION

The domination of treating the school system and schools as formal bureaucratic organizations rather than as community institutions has given raise the development of negative school and classroom environment preventing the growth of teacher leaders. The school, the classroom, the school staffs and the students get disempowered. Phenomena of disenganged students have been reported from research findings due to teachers' unable to think, to create, to innovate, to initiate new ways dealing with teaching and learning problems and chellanges

These could be the indication of the cultural crisis manifesting in the way our school and classroom has been becoming fragmented, competitive, and reactive (Kofman & Senge, 1993). Many things have been diappearing from the school life including sense of community, sense of culture, sense of humanity, sense of identity, and sense of spirituality. Our schools and the people within exist within the changing environment, interdependence, interconnected and networking life. Running school and classroom in competitive, fragmented and reactive ways has brought about cumulative unsolved problems. Developing leadership in school, in the classroom, in the organization above them and the community could provide better solutions in the long run. We almost lose every thing essential and important including disappearing the sense of community, humanity, culture, identity, an spirituality

This paper will discuss how extending school leadership traditionally rested in the school principal to the classroom leadership assumed by teachers would be able to provide school and classroom improvement in turn improving teaching and learning gives results in increased students' learning outcomes. The multiple level approaches to school and classroom quality will be suggested

2 MULTIPLE LEVELS APPROACHES TO SCHOOL AND CLASSROOM QUALITY IMPROVEMENT

All countries in the whole world, both developed and developing, have been striving to provide education with any kind of supports to improve access and quality to meet the probllems and the challenges of the ever changing global world. Educational disparity in terms of access and quality in many dimensions has not been solved yet related to socio economic cultural factors. A lengthy debate using conflicting and competing research findings, ideologies, and perspectives has been unable to find out solutions to overcome the recurrent educational problems especially quality and equity. Despite the strong criticism of schooling as the epicentrum of education, people across nations still pay high attention, interest, belief, and committment to schooling and send their kids there to get an education. School reforms have been done every where across contries to get them improved in terms of students' learning and their outcomes. Two approaches to quality dominate including the school effectiveness movement focusing on the system level using a top-down strategy and the school improvement movement focusing on the school and classroom level, more bottom-up. While others prefer a multilevels strategy dealing with both the system and the school and classroom level would be the third approach being suggested by numerous scholars, researchers and practitioners. The education policies initiate at the central and local government have become to facilite as well as constraint actions at the school and classroom levels. In addition globalization and the actions of the world donors and actors have influenced the work of education at the national level and in turn at the school and classroom level.

2.1 The System Level Strategy

The school effectiveness tradition has been improving schooling and the school system via a strategy of restructuring concentrated upon system, structure, and policies using a rational, bureaucratic and technical mechanistic approach. This approach tends to be reductionistic contradictory to the complex nature of the daily life of the school and its classrooms. The work includes reforming education laws and regulations, curriculum reform, developing new textbooks, issuing guidelines. The central government prepares teacher training schemes, supervising and monitoring system, introduces decentralization, the board of education and the school committee and the school-based management. The central government develops ideal types of solutions with expectation applicable to the school system across the nation. The promised solutions of this approach to improve schools and generate students outcome accross nation found unmet. Within school context as well as within nonschool organization, the restructuring approach of change for improving quality through sustained change found failure (Kotter, 1996;Fullan, 1991; Fullan, 1999 in Harris, 2001; and

many other criticisms. It has been observing that along the histoy of the education reform in Indoneia found restructuring process in nature (Suyata, 2016). These arries of education reforms have been lengthening the disparities of school quality among schools and regions. Competition has been used to generate quality improvement showing only the rethoric pro quality but doing status quo disparities.

2.2 School and Classroom Level Strategy

The school improvement movement has been introducing a quality improvement strategy and approaches focusing on the school and classroom level and more locally generated seeing the centrality of culture and leadership. There is no one/ single   ideal solution applicable to all contexts and conditions of the schools and its classrooms. Accordingly, the primacy of leadership roles dealing with complexity and the changing conditions has been assumed as the   guide for the sustainable change for improvement has been proposed by Kotter, 1996; Harris et al., 2001; Sergiovanni 2001. This change of the school improvment would be about cultural change as being argued by Kotter, 1996; Hopkins, 1996 in Harris; Harris, 2001; Barth, 1990 in Harris; and others. Leadership has been shared and distributed within the school, Harris, et al. 2001. The distributed leadership has been indentified as teacher leadership by Harris (2002).

2.3 Multiple Levels Strategy

Central and local government still retains their authority providing educational provision for all people in terms of the system, structure, and policies being addressed to the school and the classroom. Regulations, standards, policies, evaluation and monitoring, accountability by requesting results have been proposed for complying. Developing a process of negotiation between many parties would be developing synthesing numerous demands and interests. Decision about education and educating students should not be partisant let ideas and empirical research findings to take into account.

Current conceptualization of leadership focusing on the concept of relationship; consequently the roles of leadership moving away from the the traaditional concepts, Boyett & Boyett (1998) exposed three shifting roles of the leaders: from making strategies to story-teller; from architech to visionary role; and from doing command to providing service role and change agent. The leader works with ideas, theories put in the story being communicated to members then being provided exemplar as model. The story deals with developing identity. The leader sets direction as indicated by the vision provided with data and the analysis to keep moving along way to the vision. The visionay leader communicates the deep meaning of the organizational message touching the heart not just the mind, exploring the imagination not just the cognition. The focus of leadership will be promoting change and progress and providing help to others.

Reforming schools in order to generate good teaching and learning to have impact on students learning required school personnel especially the principal and teachers having both competencies of leading and managing. The term of managerial leadership has been usd by Topping following his colleague Dick Blackburn applicable for the middle managers in the organization lacking of leadership competencies. They have to have leadership competencies to assume managerial leadership connecting the upper level with the lower one.

The literature on management and leadership identifies the differences between both but all are needed to bring people work and obtain goals of the organization. Deal and Petterson remained us to move away from either/ or thinking dealing with the proper use the concept of managerial and that of leadership, both are needed to deal with problems being encountered in day-to-day life within the school and the classroom. Teachers are classroom and instructional manager and leader all together. Her/his roles as managerial leadership expands within and across classroom within a school and across schools.

For lengthy of time since the school system   has been identified itself as a factory or business system, formal organization with the hierarchical structure and regulation follows accordingly, rational management has been becoming the standard practices. Glasser (1993) argued that a boss manage school and classroom was responsible for students' failure. In orde to prevent this failure, aquality school with control theory has been developed using lead management instead of the boss one.

In the early 90s the practices of the teacher leadership roles have been introduced by developing "*guru inti*" nucleous teacher as trainer for his/ her fellow teachers related to curriculum contents and pedagogical matters and   they assume mentoring for the beginning teachers in   own school.Other kinds of teacher leadership have been widely performed at the subject matter foru discussion within   school as well as

between schools. However data –based results as evidence the impact in term of teacher professional development and student learning improvement have not been made available.

The legacy of the early establishing schools of one classroom-school house and one teacher handling more than one class of students still exists up to the present despite the multiple classroom school house. The former time every teacher has been found lonely separate physically from his/ her fellow teachers unable to discuss as encountering classroom problems. Research by Dan Lortie in early70 s found the case. To be teacher leaders require opportunities for them to work collaboratively during and after the classroom processes.

Teacher leadership roles are numerous and are believed to have impact on school and classroom improvement as researches from different parts of the countries developing and extending school leadership from principal to teachers and other members of the school communities.

3. EXTENDING THE TRADITIONAL SCHOOL LEADERSHIP TO TEACHERS

The traditional school leadership refers to the school principal holds individually as well as personally authority for the entirely school matters academic, non academic and administrative managerial affairs. A bureaucratic style has been used in the schooling system and within individual school. The bureaucratized school in the long run gets into dysfunctional becoming fragmented, competitive, and reactive pointed out by Kofman and Senge (1993). The school fragmentation has been developing from division of labor and specialization emerging to ego sectoral every fragment focuses on the internal agenda separat from the rest o the school organizaton. Kids have to memorize facts, separating theories from their application in the real life.

Foocusing on managerial issues, problems and chellanges would bring impact on further dysfunctonal of the schools and their classrooms and making leadership roles being school-wide shares would be the conditions for improving them. Harris and Muijs (2002) reviewed the international research literature reprovided key findings: effective leadership belongs to numerous school staffs, distributed leadership or teacher leadership is well developed in a number countries but oothers countries retain old view of school leadershp resting on the principal; the heart of teacher leadership development atud within nd beyond the classroom coveringmany dimensions; impact of teacher leadership on students' outcomes seem to occur by wide distributions of the leadership in the school community; developing teacher leadership roles needs support covering professional development, mentoring others and teaching adults

The Indonesian schooling system belong to conventional (Harris & Muijs) o traditional bureaucratic patterns role distance exits between the distric personneland the schoolones and the principal and teachers aswell as between teachers and students, other schoolsstaffs and the community. It should be kept in mind for developing teacher leadership roles in Indonesia..

In Indonesia, competition has become the vision of the organization . hoping to provide instrument for change and quality improvement. In the school and in the classroom we prefer competing rather than cooperating and collaborating using an argumentation of preparing to compete other nations. We could compete with high quality education not by competition. The reactiveness happens at the school and the classroom due to the fact that what we do because of instruction from the outside agencies We loss ourselves Kofman and Senge remain us to examine these dysfunctions. The teacher leadership competencies would be the starting point.

Every teacher naturally has been assuming leadership roles of numerous kinds meaning that teacher leadership would be nothing new within the school, the classroom , between schools and in the community. Since the last decades instructional leadership role has been shared between the principal and teachers and similar process applicable to management role involving teachers with the main purpose improving school and classroom quality.

3.1 Teacher Leadership Conceptualization

A number of authors and researchers have proposed the definition of teacher leadership esereachers from bureaucracy and focusing on the core purposse of teaching under the reform remodeling (Gunter), the case of England and Scotland). Unfortunately the pattern of the relationship between headmaster and teachers copying from the North America business then travelling to UK and teachers have to follow the vision of the school determined from outside the school, accordingly learners displaced from learning

(Gunter).. The professional practices would be regulated to be legitimate with retaining hierarchy. Teacher should have power to make decision about his/ her practices/ work..

The National Comprehensive Center for Teacher Quality (2007) defines teacher leadership: "Knowledge, skills and dispositions demonstrated by teachers who positively impact student learning by influencing adults, formally and informally, beyond individual classrooms." Identification of having skills could be grouped into five categories

1. Working with adult learners
2. Cumunication
3. Collaboration
4. Knowledge of content and pedagogy
5. Systems thinking

Developing teacher leadership would provide benefits for the school and the school district as issued by the NCCTQ (2007) including: improve teacher quality, improve student learning, make reform efforts work, recruit, retain, motivate, reward accomplished teachers, professional growth, extend principal capacity, and create a more democratic school environment.

Current issues dealing with how to build teacher leadership nation-wide in scope has been developing through reviewing research reports and literature. Here the NCCTQ review exposed thing to do:

Value and respect the role and work of teacher leader
Embrace change and in their leadership tasks
Involve faculty in decision making allow data-driven, research-based risk taking
Provide affirmation for teachers' leadership tasks
Promote and facilitate collaboration
Provide technical support for teacher leaders
Empower teachers in their leadership tasks
Involve faculty in decision making

Council of Ontario Directors of Education (CODE) (2004) formulates and issues a guide classroom management for principal to suport teachers covering the five domains covering 16 competencies: committment to pupils and pupil learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning

3.2 Classroom Management for Successful Teaching and Learning

A good teaching and learning needs more than teacher competence in the curriculum content and pedagogical mastery. The daily real life of the classroom with its context, the school structure, rules, procedures and policies as well as the disperse variations of the studets population should be taken into consideration when designing and implementing classroom teaching and learning program. The generic teaching and learning intervention should be provided with alternatives when needed.

Experiences from classroom managemen problems could be helpful especially related to disengaged students, passive silent students, disruptive behaviors, passive as well as active resistance students. Adams (2016) proposes the big five strategies for an effective classroom management including rule, routines, praise, misbehavior, and engagement The detailed items should be discussed with students in beginning of the school calendar get agreement and posted the items in the classroom.

A theory or even theories are required to design an intervention program leading to better students' learning outcomes. Hargreaves (2001) presents a capital theory of school effectiveness and improvement by developing theory and its derivation model to be tested. So many school and classroom reform in Indonesia recommends to adopt best practices without knowing the theory behind the adopted practices and the context duringtheintrodctionof the practices.

4. END NOTES

Assuming to adopt the multiple approaches to improve the school and its classroom in order to generate good and quality teaching and learning which in turn improving students' outcomess for all would be long

and difficult works. The rational bureaucratic educational system even in the era of decentralization would encounter role distance mentality at all three levels: the system, the school, and the classroom. We have to adopt leadership as well as managerial roles at all levels of the schooling system and develop culture and create networking system. All levels have to change to work collaboratively aand cooperatively not competitively otherwise, our schooling system, our school and our classroom would dysfunction unable to provide with always improving school and classroom system.

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