

MPF 1433 CURRICULUM PLANNING AND MANAGEMENT

Curriculum Leadership

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LEADERSHIP

- LEADERSHIP IS THE ABILITY TO GET A MAN TO DO WHAT YOU WANT HIM TO DO, WHEN YOU WANT IT DONE, IN A WAY YOU WANT IT DONE, BECAUSE HE WANTS TO DO IT
 - Dwight Eisenhower, 1957

LEADER : Definition

- ❖ **A person who has commanding authority or influence.**

- ❖ **One that exercise paramount but responsible authority over a state or local party organization.**
(Merriam-Webster)

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LEADERSHIP MODELS

OLD LEADERS :

- ❖ **Charismatic**
- ❖ **Action oriented**
- ❖ **Idealistic**
- ❖ **Top-down**
- ❖ **Motivate through fear and intimidation**
- ❖ **Task focus**
- ❖ **IQ**
- ❖ **Self Confidence**
- ❖ **Examples : Jack Welch, (GM)**
Winston Churchill

NEW LEADERS

- ❖ **Understated**
- ❖ **Reflective**
- ❖ **Pragmatic**
- ❖ **Bottom-up**
- ❖ **Motivate through reason and inspiration**
- ❖ **Relationship focus**
- ❖ **Emotional intelligence**
- ❖ **Self awareness**
- ❖ **Example : Richard Branson (Virgin)**
Sven-Goran Eriksson (England)
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QUALITIES FOR SUCCESSFUL LEADERSHIP

- **Have lots of energy.**
- **Be totally willing to commit themselves emotionally.**
- **Must have the desire to excel.**
- **Must have the ability to take delight from the success of others.**
- **Must possess a good state of health.**
- **Have a genuine liking for people, without being excessively outgoing.**
- **It is essential to have a good self image.**

QUALITIES FOR SUCCESSFUL LEADERSHIP (Cont)

- **Leaders should appreciate, but not be dominated by the need for analysis.**
- **Have a belief in the ultimate business efficacy of probity, that being truthful pays off.**
- **The possession of a usefully alert and curious mind with some common sense.**

LEADERS AND LEARNING

- **Leaders are perpetual learners.**
- **Learning is the essential fuel for the leaders.**
- **Those who do not learn do not long survive as leaders.**
- **Leaders have discovered not just how to learn but how to learn in an organizational context.**

LEADERS AND LEARNING (Cont)

- **Most successful leaders have developed a set of skills:**
 - **Acknowledge and sharing uncertainty.**
 - **Embracing error.**
 - **Responding to the future.**
 - **Becoming interpersonally competent.**
 - **Gaining self-knowledge.**

Warren Bennis and Burt Nanus (1985)

PERSONAL ATTRIBUTES OF EFFECTIVE ACADEMIC LEADERS

- ▶ **Intelligence**
 - Desire to solve complex problems or discover pattern in events that are prevalent.

- ▶ **Action-oriented**
 - Initiative and the ability to perceive the need for action and to do something about it

- ▶ **Self-assurance and self confidence**
 - Deep conviction that the action taken is in the interest of the stakeholders.

- ▶ **The Helicopter trait**
 - A descriptive term for the ability to understand a situation at different level of details.

CHARACTER OF ACADEMIC LEADERS

- **The leader should be a conceptualist.**
- **Leaders must create for their institution clear-cut and measurable goals based on advice from all elements of the community.**
- **They must be allowed to take risk, to embrace error, to use their creativity to the hit, and to encourage those who work with them to use theirs.**

CURRICULUM LEADERSHIP ROLES

- DEMONSTRATOR
- ADVOCATE
- ADVISOR
- COUNSELOR
- DATA COLLECTOR
- ANALYZER

CURRICULUM LEADERSHIP

LEADERSHIP IN CURRICULUM ACTIVITIES IS A
FUNCTION OF FOUR COMPLEX VARIABLES:

the character of the leader

the character of the followers

the character of the organization

the character of the environment

CURRICULUM LEADERSHIP

- TECHNICAL LEADERSHIP
- HUMAN LEADERSHIP
- EDUCATIONAL LEADERSHIP
- SYMBOLIC LEADERSHIP
- CULTURAL LEADERSHIP

– SERGIOVANNI

TECHNICAL LEADERSHIP

- CONCERNS WITH PLANNING, TIME MANAGEMENT, ORGANIZATION AND COORDINATION

HUMAN LEADERSHIP

- HUMAN RELATIONS AND THE METHOD OF DECISION MAKING
- MOTIVATOR

EDUCATIONAL LEADERSHIP

- DIAGNOSING PROBLEMS, COUNSEING TEACHERS AND PROVIDING SUPERVISION

SYMBOLIC LEADERSHIP

- HELP GROUP MEMBERS TO DEVELOP A VISION OR MISSION BY IDENTIFYING WHAT IS IMPORTANT AND VALUABLE, CLARIFIES PURPOSE AND GOALS

CULTURAL LEADERSHIP

- ESTABLISH THE ORGANIZATION AS A DISTINCT ENTITY WHOSE MEMBERS ALL CONSIDER THEMSELVES AN INTERGRAL PART

LEADERSHIP ROLES

- EXPERT – the source of knowledge or skill in an area
- INSTRUCTOR
- TRAINER
- LINKER – parts of system that needs to be connected

CURRICULUM LEADERSHIP ROLES

- OBSERVER
- DIAGNOSER
- DESIGNER
- MANAGER
- EVALUATOR

CURRICULUM MANAGEMENT AND LEADERSHIP

- CURRICULUM LEADERSHIP AND MANAGEMENT ENCOMPASSES THE FOLLOWING:
- GOAL SETTING AND PLANNING: MONITORING, REVIEWING AND DEVELOPING THE EDUCATIONAL PROGRAMME OF THE SCHOOL

CURRICULUM MANAGEMENT AND LEADERSHIP

- MONITORING, REVIEWING AND DEVELOPING THE STAFF OF THE SCHOOL
- CULTURE BUILDING
- ALLOCATING RESOURCES
 - (Dimmock & Lee: 1999)

CURRICULUM MANAGEMENT AND LEADERSHIP

- CURRICULUM MANAGEMENT IS AS MUCH ABOUT THE MANAGEMENT OF INTERPERSONAL RELATIONS AS IT IS ABOUT STRUCTURING AND DELIVERING KNOWLEDGE
 - Morrison; 1995

INSTRUCTIONAL LEADERSHIP TO LEARNING LEADERSHIP

- BY FOCUSING ON TEACHING, THE INSTRUCTIONAL LEADER OF THE PAST EMPHASISED THE INPUTS OF THE LEARNING PROCESS. BY CONCENTRATING ON LEARNING, TODAY'S SCHOOL LEADERS SHIFT THE FOCUS FROM THE INPUTS TO OUTCOMES AND FROM INTENTIONS TO RESULTS
 - Richard DuFour 2002

LEADERSHIP TASKS

- DEVELOPING AN OPERATING THEORY
 - LEADERS MUST BE ABLE TO CONCEPTUALISE TASKS AND COMMUNICATE THE APPROACH TO THOSE TASKS TO OTHERS IN THE ORGANIZATION

CURRICULUM TASKS

- DEVELOPING ORGANIZATION AND A WORK ENVIRONMENT
 - CURRICULUM TASKS ARE OFTEN NONPERMANENT RESPONSES TO NEEDS
 - DIFFERENT NEEDS NEED DIFFERENT RESOURCES, WORK ENVIRONMENT ETC.

CURRICULUM TASKS

- PLANNING AND INIATING ACTION
- ASSESSING ACHIEVEMENT

CURRICULUM TASKS

- SETTING STANDARDS
- ESTABLISHING A DESIRABLE WORK CLIMATE
- ESTABLISHING EFFECTIVE INTERPERSONAL RELATIONS