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LEADERSHIP THEORIES



- ❑ **This theory believes that Leaders are in born, not made. Qualities are inherent in a leader. They do not require any training.**

Great Man Theory

Linked²
LEADERSHIP
PRESENTS

**“Are Leaders Born?
or
Are They Made?”**

75 Answers! - Uncut Bonus Edition

- **TRAIT THEORY:** It is in some ways to Great Man theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders.

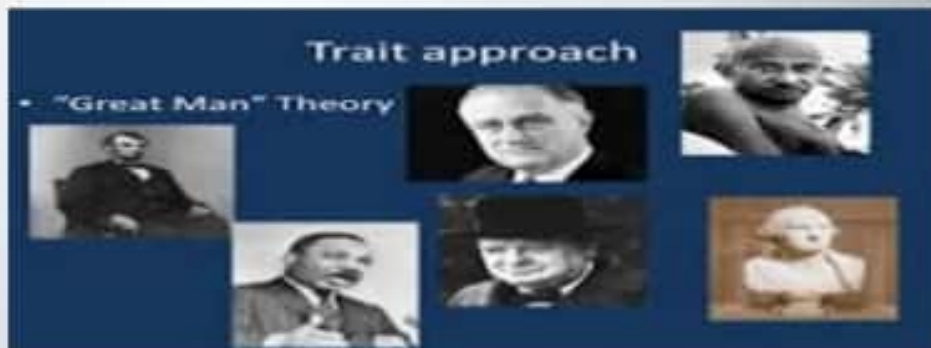


- Leadership is the product of situational demand: situational factors determine who will emerge as a leader rather than a person's heritage. The emergence of a great leader is the result of time, place and circumstances.



Situational Theory

- Personal Situational theory represents the combination of great man, trait and situational theories.
- Leadership includes intellectual, affective and action traits as well as the specific conditions under which the individual operates.



Personal Situational Theory

- This theory believes that the human being are by nature motivational things and organization are by nature structured and controlled.
- Leadership is to modify organizational constraints to provide freedom for individual in order to realized their full potential and contribute to the organization.

Humanistic Theory

**THE FUNCTION
OF LEADERSHIP
IS TO PRODUCE
MORE LEADERS,
NOT MORE
FOLLOWERS.**

— Stephen R. Covey —
www.stephenr Covey.com

- Leaders enforce change in the followers by showing path, also clarify the goal to the followers and encourage them to perform well.



Path Goal Theory

- Participative theory deals with power sharing and empowerment of the followers.



Participative Leadership theory

- This is a process where leaders and followers raise one another to higher level of morality and motivation.



Transformational Theory

- **It is also known as managerial leadership. It focuses on the role of supervision, organization and group performances. Leaders who implement this theory focus on specific tasks such as building rapport with team mates and use rewards and punishments to motivate followers**

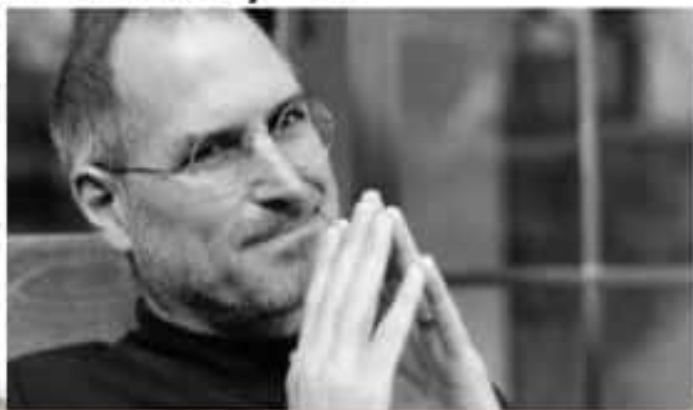
TRANSACTIONAL THEORY

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

CONTINGENCY LEADERSHIP THEORY

Transformational Theory

The theory believes that leaders would be able to influence and transform others. The leaders inspire a positive change in people who follow them and the leader's influence make them ready in achieving targets.



Behaviorist Leadership Theory

Learning is the modification of behavior. Leaders need to be trained to make them effective



- Leaders ignites subordinates' passion and serve as a compass by which to guide followers. As an art of mobilizing others to want to struggle for shared aspiration.
- The emphasis lies in the followers desire to contribute and leader's ability to motivate others to action.



Aspirational Leadership theory

- This implies that leaders primarily leads by serving others- customers, employees and community.
- This includes listening , empathy, healing, awareness, foresight, commitment to others growth and development and community building.



Servant Leadership Theory

Ten Roles for Teacher Leaders

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve leaders among their peers.



1. RESOURCE PROVIDER

- Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.
- Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. INSTRUCTIONAL SPECIALIST

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies; explore which instructional methodologies are appropriate for the school and share findings with colleagues.



3. CURRICULUM SPECIALIST

understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

4. MENTOR



Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

5. LEARNING FACILITATOR

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

6. CLASSROOM SUPPORTER

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. BLASÉ& BLASE found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers.

7. SCHOOL LEADER

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. DATA COACH



Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

9. CATALYST FOR CHANGE

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

10. LEARNER



Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

THANK YOU

