

Characteristics of educational management

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Educational management, the name implies, operates in the educational organizations. There is no defining definition of educational management because its development has drawn heavily on several disciplines like economics, political science and sociology. Most of the definitions of educational management which have been offered by write are partial because they reflect the particular sense of their authors.

Definitions of Educational Management:

"Educational management is the theory and practice of the organization and administration of existing educational establishments and systems."

"Management implies an orderly way of thinking. It describes in operator terms what is to be done, how it is to be done and how we know when have done. Management is not a mystique. It is a method of operation. Good management should result in an orderly integration of education and society "School management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics."

Education administration generally refers to the work and positions within a system of education that are not directly involved in the education of students. In other words, education administrators are those people who work at a school or school district in a managerial capacity but are not teachers, such as principals, vice principals, and school district administrators. These administrators typically work to ensure teachers are able to do their jobs and are properly instructing students as well as managing budgetary issues for a school and district, and setting curriculum standards and achievement goals for students in a district. Education administration is typically performed by people who were previously teachers or by other individuals with a degree in education.

Individuals involved in education administration typically work at schools or within a school district in public education. While private schools and post-secondary education institutions, such as colleges and universities, also have

education administrators, these individuals will have different concerns than those working in public education. Education administration within the private sector will typically involve budget analysis and ensuring students meet certain goals and expectations, though there will typically be less pressure from regional or national government. Administrators working at public schools and districts often have to meet government standards and goals.

Education administration takes place within individual schools, typically represented by principals and vice principals. These individuals are responsible for ensuring a school operates properly, typically setting and overseeing budgets for the school, dealing with severe behavioral issues at the school, and ensuring satisfactory performance from teachers and students. They may spend time in classrooms observing teachers and students to ensure classrooms are running smoothly, though they will not typically actually teach a class. Many of these education administration individuals are former teachers who have worked their way up to higher positions, and may be working toward a position at the district level.

District education administration is typically involved in ensuring the various schools within a district are running properly. Administrators at this level may be former teachers and principals, though they could also be individuals with master's or doctoral degrees in Education. They often will be responsible for ensuring budgets are set properly and being met by the various schools within the district. District administrators are also responsible for hiring and firing teachers, though principals are often involved in this type of decision making. Education administration at the district level also is typically responsible for setting curriculum standards and goals for students and teachers.

In discussing the most important characteristics of a good educational management system (EMS), one is tempted to paraphrase the real estate motto and simply say "Cost, cost, and cost". **With all the competition for federal and state dollars, what is considered good to often is reduced to what is affordable.** Leaving aside the question of cost, these would be the things I would look for in a well-designed EMS.

The Top Ten:

#1. Ease of use. Training is always (yes, always) given short shrift in the educational setting. The EMS must be simple enough to use that instructors can learn the system on their own or with minimal help.

#2. Stability. If training is underfunded, (and it is) then maintenance is often completely ignored. The EMS platform must be stable enough to run with little tech support because there won't be any.

#3. Flexibility. Education is a broad field, and any EMS must be able to be used in a wide range of settings. Math teachers will want different functionality than English teachers whose needs will differ from special ed instructors and so on. The system must be able to adapt to each instructor's needs.

#4. Security. Whatever information is inputted into the system must remain secure and private. This is often a problem in an educational setting as there is the feeling that if no money is involved then what's the big deal? However, data about students, parents, and teachers needs to be protected, and that needs to be realized by any worthwhile EMS.

#5. Learner control. The student must be able to access what they need in a timely manner and manipulate the information in a way that is most comfortable for them.

#6. Instructor control. The teacher should be able to set up the online environment in such a way that fits best with his or her teaching style.

#7. Ease of communication. The EMS should allow for both asynchronous and synchronous communication depending on what is appropriate for the situation.

#8. Ability to handle wide range of file types. A variety of text, audio, video, and pdf files must be easily handled by the EMS.

#9. Expandability. The EMS should be able to grow as technology and needs change. Perhaps being open source would allow for ease of growth, though I'm not sure how this would fit with the need for security.

#10. Location. This doesn't fit, I guess, but if it's so important in real estate, I figured I should squeeze it in. Anything to turn around the market.

5.2 SCOPE OF EDUCATIONAL MANAGEMENT:

Scope of Educational Management:

Everything concerned with the education of the child through the agency of the school, will be included in educational management.

1. To organize library, museum, hostel etc.
2. To maintain the school records.
3. To evaluate of pupil achievement.

4. To provide the material equipment, such as building, furniture, farms laboratories, library, museum, art gallery etc.
5. To prepare timetable.
6. To maintain discipline.
7. To cooperate with departmental authorities and implementing the orders of the higher educational authorities.
8. To organize guidance service.
9. To prepare the curriculum for the different classes.
10. To organize a systematic co-curricular programme.
11. To supervise school work.
12. To organize exhibitions and museums.
13. To coordinate the work of home, school and community.
14. To provide various auxiliary services like mid-day meals, school uniform, textbooks etc.
15. To organize health and physical education.
16. To finance and budget.

(iii) Write salient features of educational management.

Salient Features or Characteristics of Educational Management:

(1) Dynamic Function:

As a dynamic function, management has to be performed continuously, in an ever-changing environment. It is constantly engaged in the moulding of the enterprise. It is also concerned about the alternation of environment itself so as to ensure the success of the enterprise.

Thus, it is a never-ending function.

(2) Practicability:

The school management must not be a bundle of theoretical principles, but must provide practical measures to achieve the desired objectives. Whatever the objective that is decided must be made achievable and practicable to avoid frustration.

(3) Distinct Process:

Management is a distinct process to be performed to determine and accomplish stated objectives by the use of human beings and other resources. Different form of activities, techniques and procedures, the process of management consists of such functions as planning, organizing staffing, directing, coordinating, motivating and controlling.

(4) Needed at All Levels of the Organization:

According to the nature of task and the scope of authority, management is needed at all levels of the organization, e.g. top level, middle level and supervisory level. Like the executive the lowest level supervisor has also to perform the function of decision-making in way or another.

(5) System of Authority:

Authority to get the work accomplished from others is implied in the very concept of management since it is a process of directing men to perform a task. Authority is the power to compel men to work in a certain manner.

Management cannot work in the absence of authority since it is a rule-making and rule-enforcing body. There is a chain of authority and responsibility among people working at different levels of the organization. There cannot be an efficient management without well-defined lines of command or superior - subordinate relationships at various levels of decision making.

5.3 Educational leadership:

There are several traits educators should strive for to become good leaders.

Just like administrators, teachers need to set a good example and, although they are not the leader of the school, they are the leader of the classroom, and this is a very

important role. The following are five of the most important characteristics any good educational leader should possess and are traits they should be able to apply in a variety of situations.

Five Traits of a Good Educational Leader

A good educational leader needs a solid understanding of oneself and should also have self confidence. When a person believes in himself or herself, he or she can do and accomplish many things. Educational leaders with self confidence are not scared or nervous about the decisions they are making, and they are not afraid of what other people think of them. They should know how to start each day and lead their school, their fellow teachers and their students in the right direction and help to accomplish the goals of the classroom and the school.

The best educational leaders are excellent communicators. A leader cannot lead a group of people if he or she does not speak with them. The best leaders know how to reach a variety of people in many different ways. For instance, a principal might have one-on-one chats with teachers each week and also send out a daily e-mail update. This way, the principal takes the time to communicate in-person but also makes communication convenient by e-mailing the teachers as well.

Educational leaders are resourceful and open to new ideas. Especially during tough economic times, technology helps to change the classroom and educational leaders, including teachers, need to be open to new ideas that might improve their classroom. They also need to know how to use the resources they have to the best of their ability. A good leader does not get set in his or her own way, but takes the information from the past and applies it to the resources of the future. Everyone benefits from this type of leadership mentality.

The best leaders in the educational system make it a point to lead by example, and not simply by words. It is easy to spell out rules and dictate them from an ivory tower. More than likely, however, this type of leadership will not have a large impact on a school. If a principal wants everyone to speak kindly to one another in the hallways, the principal has to make an effort to always speak kindly as well. If a teacher wants students to show one another respect, then he or she must show them what being respectful is all about. This method is effective and powerful, and helps to teach students an important life lesson as well.

Above all, educational leaders must have a belief in the system and the students they are teaching. If a leader does not believe the students can do it, or does not feel the teachers are adequate, then everyone is doomed to failure. There has to be

an inherent belief in what the school is trying to accomplish everyday. Without a leader who is also a believer, the school will likely suffer from low morale. People will not be motivated to make the change if the leadership does not believe the change can happen.

There are many different characteristics and traits of a good leader, but these ensure that anyone who can embody these traits can make a good leader in the school system. Whether the leader in question is a principal at an elementary school or a coach at a high school, these traits can be applied in a variety of different circumstances. Being a good leader is not something simply left for administrators. Teachers must also strive to be the best leaders of their classrooms and teach students how to become the leaders of tomorrow.