

P R E F A C E

"The pattern of education in all Commonwealth countries, industrialised and developing, is changing as the systems adjust themselves to meet the needs of tomorrow. If education is to adapt successfully and play its part in creating stable and prosperous societies, one key role will be that of the inspectors and supervisors, head teachers and principals, those middle level administrators and advisers who turn policy into practice and convert plans into action. With skilled management on their part the large share of national resources in finance and manpower allocated to education can be used efficiently to serve the needs of the society at large and the individuals which comprise it. Without effective support from this cadre of practical experts, all plans for educational reform will be still born".

This paragraph prefaced the Handbook for Educational Supervisors (Trial Edition), prepared by the Education Division of the Commonwealth Secretariat in 1976. Five years later this observation remains no less true. The management of the educational enterprise continues to be critical if education - formal and non-formal - is to play with any claim to effectiveness, the development role so long expected of it by governments, communities, parents and students.

The trial edition of the Handbook resulted from a series of regional workshops - Freetown, Sierra Leone (1973), Georgetown, Guyana (1974) and Kuala Lumpur, Malaysia (1975). The recommendations of these workshops and of Commonwealth Education Conferences in Jamaica (1974) and Ghana (1977), led to a series of regional training courses for middle-level personnel in educational management including Chief or Divisional Education Officers, Senior Inspectors and Supervisors of education, held in Nairobi (1977), Suva (1978) and Barbados (1979). At these courses, lasting from 10-12 weeks, the structure and the format of the draft Handbook were examined, and specific items were used as part of the training activities. In the light of these and other comments from many Commonwealth countries, the draft Handbook has been revised and the present publication "Leadership in the Management of Education" is the result.

Educational practice and policy varies considerably throughout the Commonwealth and this Handbook does not presume to do justice to this variety. Rather, it attempts to offer educational managers who have local or national training responsibilities some ideas on how aspects of educational management may be explored in a training situation, the specific context of which will be determined locally.

The Commonwealth Secretariat is grateful to Professor Meredydd G. Hughes, Professor of Education in the Department of Social and Administrative Studies in Education, University of Birmingham, as well as his colleagues, Professor Paul Chang of the Universiti Sains Malaysia and Mr Robert Dalton, Director of the Unit for Commonwealth Studies, also at the University of Birmingham for their co-operation and assistance in producing this Commonwealth study. We wish to acknowledge the valuable comments of all those principals and inspectors, teachers and college lecturers, advisers and district officers whose peculiar perspectives have contributed to this work. It is dedicated to all of them, and to their colleagues who may find this Handbook useful in their responsibilities.

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