

## INTRODUCTION

In all Commonwealth countries wise and effective leadership and skilled management are essential requirements if the educational service is to make a full contribution to the life and development of the nation and the wellbeing of its people. This Handbook has been compiled to assist those who have leadership and management responsibilities in relation to teaching staff and educational programmes, whether or not the supervisor is school based or office based.

### Part I

In Part I of the Handbook the aim is to present some of the general issues and concepts which, re-interpreted in a specific cultural context, might provide the basis for in-service courses, whether for school principals and their senior staff or for office based education officers, inspectors and advisers. The difficult problems involved in the determination of educational objectives are considered in the first chapter, together with the significant contribution which can be made by those in senior positions in schools and school systems. In the second chapter specific questions relating to five task areas of educational leadership are set out for consideration, together with an illustrative exercise under each heading. Perspectives and a framework derived from management theory are then offered in the third and final chapter of Part I as a means of achieving a better understanding of the ubiquitous processes of planning, organising and assessing performance and their inter-relationships in the task areas of educational leadership.

### Part II

Practical issues involved in mounting an in-service course or a series of courses in educational management are considered in Part II, attention being given in Chapter 4 to the planning, organisation and evaluation of courses and in Chapter 5 to course content and teaching materials. Some ideas for a comprehensive long term strategy of in-service training are presented in a final chapter, which is followed by a short bibliography. The Chapters of Part II are printed on blue paper and the bibliography on yellow paper.

### Background

The present volume is based on the Handbook for Educational Supervisors (Trial Edition), previously published by the Commonwealth Secretariat. Some of the text and illustrative material has been retained, but there has been a considerable amount of restructuring and rewriting, taking account of advice and experiences from the Secretariat's regional seminars and workshops. A number of passages and ideas from the reports of these seminars have been used as appropriate, and I would like particularly to acknowledge the helpfulness of the clear distinction between task areas and administrative process in the paper by Professor Erwin Miklos 'Approaches to school administration' in the Report of the 1975 Commonwealth Regional Seminar at Kuala Lumpur. I am also conscious that the discussion of the management cycle in Chapter 3 has been strongly influenced by a section by Professor

George Thomason in a book which appeared under my editorship - Secondary School Administration: A Management Approach (Pergamon Press, 1974).

I wish finally to acknowledge the assistance in the initial drafting of Part II of the Handbook which was provided by Paul Chang and Robert Dalton, and the helpful comments and general support given by Rex Akpofure and Steve Packer of the Commonwealth Secretariat.

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