

Teachers as leaders

Amir Ravit, Grinberg Keren

Fact that it is a moral issue. Teachers have potential ability to affect mainly the different systems within the school and beyond. Teacher leadership is reflected in actions which steppes not only the class, or the school environment, but to the community as a whole. The teacher, as an agent of socialization, are actively involved in the creation and institutionalization of new systems of behaviors and values chain designed to improve the quality of life of the community in the long run. The teacher is the person who may bring systemic change and for improving the quality of information and what they are comfortable .functioning in school (Bugler, 2000)

assumptions related to the functioning of principals and teachers in the school. They must recognize that the manager is not the only source of leadership in the teaching educational institution, but each member of staff can assume leadership responsibilities and should do between its units, leaves teachers considerable leeway to influence school performance. If .so the school principal creates an atmosphere of cooperation and encourage the staff to take the .initiative and act, created fertile ground for teacher leadership can come from it

Diwani (1987, in Bugler, 2000) points out six main functions that the teacher-leader to focus :on action:

Instructional Improvement

involvement in curriculum development

participation in decision-making at the school level

facilitation role and providing training assistance to teachers

.Participation in evaluating the performance of teachers colleagues

To be successful in these roles, the teachers develop the skills of providing support and encouragement to the workers around them, know how to deal with changes, to study methods for obtaining resources, work collaboratively, know to appreciate the contribution of .others and develop valid and abilities in others

encourages innovative approach. It works mainly by virtue of the relationship that people .have for him and under his expertise and is routed to people and mission

Ernest Boyer (Boyer), who headed the Carnegie Foundation for the Advancement of Education and served as minister of education in the United States listed the qualities of the ,teachers that influenced him especially: mastering a subject studied

the progress of each student and the ability to make the curriculum more relevant, interesting, understandable and accessible to students. These words refer to the phenomenon of

transformational leadership: personal regard in particular, placing intellectual challenge and the ability to attract students to the point and achievements. Teacher's ability to attract the disciples, alluding to the characteristic charisma and inspiration of the teacher, which can achieve these. Teacher's transformational leadership influences led (teachers and students) that individuals interested in .long-term and encourages them to strive to achieve higher goals first refers to the style of the .performing the work or people who perform it, or both together teacher's conduct in determining the relationship between him and his students and the effort to establish a defined pattern of organization, communication channels, methods and procedures, a style that emphasizes the importance of getting the job done. The second style, the style that takes into account, including the expression of mutual trust, respect and friendship and warmth in relations to promote cooperation. Halpin stressed that two major styles and a teacher who wants to be a leader must be involved in both. Such a leadership style requires the organization to combine the expectations and needs of individual students. Thomson (1993) identified three educational leadership styles: the teacher guiding / directing and in fact the decision-maker, teacher Hadminstrtor, supports teacher-aids, dealing with the substance and to motivate the thinking and behavior .practice to involve students and help them in their tasks of the rest of the group to which it considered important goals will be achieved. Free leadership style - this style of group members full freedom to decide what to do and how the assumption that they have the ability to do so. Research in the field of educational leadership, as the overall research on leadership, goal distinguishes between style and thoughtful style, the task-oriented and people-oriented.

the direction, nature and objectives of the class, to be a key figure in the design process and activate different methods, to lead, guide and care for different subjects, introduce changes .and track student progress (Goldstein, 1973, Elbaum-Dror, 1974 in Perry, 2006)

educational leadership:

- A. Defines the goals and objectives of the class
- B. Provides knowledge and support
- C. A supervisor and monitor student progress
- D. Demonstrating an active presence

influencing change. Consequently, educational leadership calls for an emphasis on identifying problems and setting common goals with students and parents, the perception does not see another teacher and without a major source of knowledge but encouraging and guiding the development of the students. Litood (1992) argues that educational leadership shapes a positive impact on the school system. Srg'iobani (2002) argues that the .achievements of students may be improved by using such a leadership style class

The demand-giving axes defines an opponent (1999 in Perry, 2006) Four major teaching . styles:

a hidden message of lack of faith in the ability and is a leader in the student a sense of disappointment stems from a belief that the teacher invests so much and not getting anything .in return

stringent academic requirements and a lack of guidance, help and reference fair. This style leads to power struggles students, revenge and demonstration of despair and eventually leads to anger the teacher

Apathy and discouragement - a teacher requires a little and give a little, characterized by low 4.motivation and aimless behavior

.Leadership - Teacher requires a lot of give a lot

fulfilling prophecy," that is, the individual expectations of a particular event occurs, create - .an event and appropriate behaviors are causing Lhtgsmotn of those expectations

climate class that is educated to induce and maintain; When there is educational climate healthy, free and supportive, based on the principle of respect for others and reciprocity, and when there are common goals when most of the teacher and his students, and when developing norms for positive learning, and the teacher creates a wealth of opportunities of diversification leadership by doing so, it encourages students to take on responsibility, and feel a sense of responsibility and the satisfaction of being aware of their power to influence on two poles: the missions and social. Pole task force, characterized by concern .their peers for optimal performance of the tasks of the group. Such a teacher will take care of normal existence in accordance with the formal school system. Pole social welfare is characterized by a sense of concern for the group. South believes it is not required which will be a conflict between the two types of leadership. He praises the integrative approach that only a combination of the two poles will create the proper functioning of the Group's long-term. However, the combination may not be equal, but it depends on the period and the state. The same applies to group learning. He says: "The sensitivity of the Group's current situation - as Five styles of .part of long-term goals - is a" tool "extremely important to the educator ." -teacher leader, "pressing", "Hmtiidd", "compromiser", "helpless", "integrated Hmslb

The premise of combining style is that students are studying and learning. The main role of the teacher - to make the integration of students and the needs of the system by creating a climate of learning and by making learning relevant and meaningful talk. Teachers as leaders from learning aids. He guides the group processes by reference to the optimum both students and academic content. He believes in the possibility of combining it at the same time it leadership style as described by the researchers of leadership. .transmits to his students Teacher transformational leader strives to changes emphasizing the uniqueness of each student in the class. He relies on their intrinsic motivation and allows them freedom of choice administrator, mediator and leader. When the teacher acting as , .and a wide operating range administrator (Manager) is performing quite certain stages of teaching the protocols to well-defined and structured (in charge of information flow in the tube). When the teacher acting as administrator (Executive), he uses research on teaching and learning principles to make appropriate decisions in the circumstances, but within a fairly fixed frame compatible teaching program, teaching students do not share but its objects). The remaining two positions, mediation and leadership better suited to teaching the principles outlined by the constructivist-cognitive research. They are related to learning and the development of high-level positions and commitments to learning anything of value. The decision making process is more common, as students take on increasing responsibility for the decisions related to new information and new learning in light of their learning and making learning work significance to him and based on his personal experience and prior learning. The goal is to

define the nature or the value of a learning experience, but to make students search and find himself the value. The purpose of this type of teaching is that students are no longer introduce students love to .receptive, but processors, merge, creating and using knowledge study, commitment and respect, accompany them not only in school but throughout their lives. This role of the teacher demonstrates the importance of the content and intent of teaching and learning in the accompanying excitement. When the teacher succeeds in realizing this role, teaching and learning are perceived as activities radiate sacred awe of the learning environment, close and personal reference of knowledge as an end in itself .relationship with the students and to be familiar with the work they do (Srg'iobani, 2002)

Goldberg (2001) interviewed educational leaders throughout the years and concluded that :five characteristics common to all educational leaders

- .courage to swim "upstream" by virtue of their beliefs
- .Social awareness especially in relation to issues of poverty and racism
- .determined, dedicated and secure in order
- .'They are all situational model 'emperor

introduced teacher-leader model. The model defines the knowledge, skills and abilities that :the teacher needs to take on leadership roles. Standards focus on seven areas

- .fostering a collaborative culture .
- .Promoting professional learning for continuous improvement .
- .assistance to improve teaching and student learning .

Promoting the use of estimates and data in order to improve the school (assessment for .learning)

Improving services and assistance to families and the community and strengthen the ties .between the community and the school

support student learning and the

situations with students. The authority is seen as logical, believable and effective in the long .run, even if it has sometimes only partial results in the short term

severe emotional conflict situations with students. She demands that he set, decide to be aggressive at the same time to explain, to listen and be open to criticism. If the teacher informs students with the style of his decision: "There is no argument about that, I do not want to hear you. From today, any offense will fly away home!" - This authoritarian approach, not dialogic, often resulting fervor of emotion. But if the teacher is ready to hear the child's response, asking him suggestions for improving the situation and only then informs him of his decision and explain it - it's the power of dialogue approach, combining material jurisdiction constructive dialogue. This is the kind of authority that the students .expect from their teachers today - not too soft, not too tough, not arbitrary, nor a softy

has no spine. Or it ignores all of what we do in the classroom, as if she was not there and did not see how we get in the way, or that it annoyed us and 'zorkt' "We punishment, later it does not make them. it should be more firm, but not too much, because then we hate her, and she needs to listen to us more. For example, it requires not shout, but she herself screaming, and " .when we tell her it, she will not listen to us and rationalizes it in all kinds of excuses authority that can only - at best - to influence them in the short term. Here are three ways that :can win the consent of the student's teacher (according to Kelman 1958)

the teacher or because he is afraid he will punish him. The teacher's power stems from his .control rewards and limited influence situations in which he is present or their commander

Identification - The student acts according to the will of the teacher because he loved him, admired him, or want to be like him. Here the teacher's influence is more significant, but it depends on the student's emotional connection with him

the concept and get it. The power of the teacher due to the degree of credibility and its communication skills. Internalization exists as long as the student is not disproved the existence of two more complex impact processes, identification and .concept adopted internalization. So that students will identify with the teacher, they must first be assessed as a professional worthy, placing them relevant and reasonable limits that can be explained, and catch it as an enemy that fights them. If there is a dialogue between teacher and student before, during, and after he uses his authority, opens the student to the teacher's words and thereby be able to identify with his views. For students to be able to internalize the values underlying the laws and regulations which he confronts the teacher, the teacher help him find out the objections decisions and reconcile the contradictions between the positions of internal and teacher positions influence the students. Students learn them important values and norms of behavior worthy: mutual respect, self-discipline, cooperation, etc., and learning is done by observing their daily behavior and not necessarily by listening to them talk. If the teacher is trying to teach children to learn from mistakes, encouraging them to dare to ask and make the task even when they are not confident, it illustrates practice what matters to her. But if she does not admit its mistakes, its actions overshadow her, and behavior contrary to the declarations of Education. If the teacher talks to her students about the importance of sharing the life of the classroom and engages them in her thoughts and feelings, she demonstrates behavior the value of cooperation. But if it remains distant, does not share, it creates a gap .between its educational message and the actual behavior

can use the four scales used to examine the behavior of leaders in organizations: time allocation, questions, comments on events and benefits (Kouzes, 1987). A. Time allocation of time devoted to various Laniniim is scale marks to others what is important in the eyes of the leader and what is less important to him. If the teacher declares, for example, work according to strict rules and procedures is especially important matter - this should be reflected the amount of time he devotes to the joint formulation of common rules and inspection, daily, the way their existence. If the most important thing for him is the personal development of students should have spent a relatively long time personal acquaintance with them. With advance planning teachers can rightly divide their time according to the educational goals they believe in them

Conclusion

investing considerable effort in teaching, requires homework and preparation for tests, encourages anyone who has difficulty, help, listen, take into account the requests of students and thereby increasing the likelihood that his students will achieve high, created mutual (respect, be reduced tensions and reduced the need conflicts (opponent, 1999 in Perry, 2006)

human side which, insights and increase student achievement and helps improve their self-image

leader - a leader "generates emotions", which provides warm and humane to his disciples, rely on intrinsic motivation, allowing freedom of choice and a wide operating range and .knows how to lead meaningful learning abilities believing disciples

and personal example - that can help teachers to better cope with stress arising from a crisis of their authority in the modern era. Where there is no magic solutions, but two long-term impact ways to lead students to perform academic tasks and / or education not through coercion. There is no doubt that in order to be able to influence effectively reserved for his students, he needed assistance to many factors, most of them outside. However, the ability of the teacher to keep his behavior with his students on the appropriate balance between firmness dialogue, a dialogue between the authority and the ability to give his students a personal example and be their role behavior, according to his principles, his control only. By frank examination of everyday behavior and through meticulous preparation of classroom activities teachers can use to improve both their authority and the dialogue and the personal example they give to their students, and greatly enhance the educational impact beneficial.

Bibliography

- Amit H., (1997). Parents as human beings, Tel Aviv, school wor
- Amit H., (1997). Parents as human beings Amit H., (2003). Empowerment parenting in R. Lazovsky Z. Bar-El (eds), Journey of Hope Counseling and Education in an Era of Uncertainty (Am'347-375), Educational Counseling Program, Beit Berl College: ridge Brauer J., (2003). Bill of Rights of the Child lengthens, shortens the teacher level, however, 24
- areven J., (1998). Young adults, interior, 5, pp 73-80
- Baumrind, D. (1991). Effective parenting during the early adolescent transition.
- Goldberg, M. F. (2001). "Leadership in Education: Five (10) Professional Journal, 82-Commonalities". Kappan
- Green D. (2002). Adolescents space is depleted, however, 1
- Srg'iobani (2002). School management theoretical and practical aspects. (Scientific editing Hebrew edition: Ephraim Ben-Baruch and Sarah Guri-Rosenbluth), Open University

- Kelman, H. (1958). Compliance, identification, and internalization: three processes of attitude change. *Journal of Conflict Resolution*, 2, 31-60-Bugler, R. (2000). *Leadership and applications in education, learning guide*. Tel Aviv Open University
- Kouzes, J.M., Posner, B.J. (1987). *The Leadership Challenge*. San Francisco, Jossey Bass
- Leitwood, K.A. (1992). The move toward transformational leadership. *Educational Leadership*, 49 (5), 8-12
- Mead, M. (1958). "Cultural Determinants of Behavior". In: A. Roe and G. Simpson (eds.), - *Culture and Behavior*. New Haven
- Omar, H., (2000). *Restoration of parental authority*, Tel Aviv, Modan
- Omar, H., (2002). *Children struggle against violence*, Tel Aviv, Modan
- Perry, s. (2006) Place students the concept of leadership best teacher
<http://www.hebpsy.net/articles.asp>
- South, D. (2003). *Climate of growth, library workers*
- Sapphire, Dictionary (1997). Editor: A, Abniaon. Tel Aviv: Hed Artzi
- Srg'iobani (2002). *School management theoretical and practical aspects*. (Scientific editing -
-Hebrew edition: Ephraim Ben-Baruch and Sarah Guri-Rosenbluth), Open University
- .-Teachers as Leaders: What It Takes", *Educational Leadership*; oct2011, Vol 69 Issue 2"
- Thomson, S. (Ed.). (1993). *Principals for our Changing Schools*". Fairfax VA: National
.Policy Board for Educational Administration
- Werner A., (2003). Flower provision of Kiryat Gat, interior, 24groups and Aifionihm of teachers". -
In: report regarding No. 4 - Research into the teaching profession and the expectations of teacher
training. Kfar Saba, Beit Berl College, the only research and evaluation in teacher education and
education