



SCHOOL LEADERSHIP: PERSPECTIVES ON ORGANIZATIONAL LEARNING IN CONTEXT OF LIFE SKILLS

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ABSTRACT

Leadership is a complex multi-faceted phenomenon. Significant school wide change is impossible without effective school leadership. Life Skills is a role orientation and consistent with predictions, results suggest that different patterns of Skills lead to different forms of organizational learning. There are many passionate advocates already providing strong leadership development who have dedicated their work to make schools learning communities that support leadership learning. School Head must be enabled and encouraged to analyze comprehensively and respond knowledgeably to the local context and work closely with and through their colleagues to establish good working relationship with staff. It is the prime duty of school head to promote quality teaching of teachers to meet the high level of learning for all children in their classes. School principal /head has the most significant influence on teacher's professional development and also on student's learning. School head is directly responsible for leading learning by creating a conducive environment for learning.

KEYWORDS : Life Skills, Organisational Learning, Innovative, Self Awareness, Creative Thinking

1. School Leadership

School leadership development as a major thrust of government educational policies and commissioned research both nationally and globally. Leadership makes a difference to effectiveness, measured in terms of enhanced value-added output. Professional learning that generates new perspectives on the role that head teachers play in fostering school leaders' professional learning are concerned, leadership learning refers to 'the processes, contexts and mechanisms within particular courses or programmes'.

The National Education Policy, 2020 has also laid emphasis on competency-based learning that prepares students for life. It states, "The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills".

National Education Policy 2020 emphasizes the development of moral and ethical reasoning among students to equip them to think independently and decide about the moral dimensions of life and society.

This growing awareness of organisational learning is creating greater knowledge for the development of school leadership through organisational and socialisation theory is providing an increasingly convincing foundation for leadership preparation. Elmore (2004) states that for the successful school leaders' professional learning begins from and inside in not with external mandates. Bush (2008a) joins closely with Elmore in that 'a stronger focus on school-wide leadership development appears to be timely'

II. Organisational Learning and Life Skills

Learning is the way we create new knowledge and improve ourselves. Organizational learning refers to particular activities (processes) within an organization. Organizational socialization is defined as learning and adjustment process that enables an individual to assume an organizational role that suits both organization and individual needs. It is a dynamic process that occurs when an individual assumes a new or changing role within an organization. Organizational learning, that provides through a set of organizational members and it leads to improve process and outcome of organizational learning activities. In organizational learning, leaders must create an environment that all organizational members as learners, teachers and leaders flourishing to increase.

Life skills have been defined by WHO as abilities for adaptive

and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". World Health Organization (WHO) having understood the inestimable role existence skills play in our lives, has already felt the need for inculcating life abilities in the minds of students the world over to equip these residents of the future with the abilities necessary. It has shortlisted ten of the most quintessential life abilities for this purpose.

- WHO has also classified Life skills into ten core dimensions. These ten dimensions are mentioned below:

Self Awareness:

Self awareness means awareness about oneself (self consciousness). A self aware person knows about his strength, character, desires, liking and disliking and weaknesses.

Empathy :

It is the ability to understand and accept their problems and difficulties. Empathy is our mental ability to accept others without any prejudices and biasness.

Effective Communication:

Social relationship with people can be established and maintained with the help of effective communication. It is technique of exchanging ideas, facts, feelings, thoughts, beliefs, emotions, attitudes and values through verbal or non-verbal ways.

Interpersonal Relationship:

Such relationship may be termed as survival skills also. They help in establishing and maintaining social relationship. It encourages initiating and maintaining positive relationship with other persons and avoiding destructive relations with minimum disturbance. Interpersonal relationship is an important life skill.

Creative Thinking:

Creativity is the act of generating new ideas, approaches or actions. Creativity is the ability of performing novel task (original and unexpected) which is useful and appropriate to achieve the goal. Creativity is the ability to produce innovative ideas and translate them into action.

Critical Thinking :

Critical thinking is self oriented, self disciplined thinking based on logical reasoning and objectivity. Critical thinking may be referred to as logical thinking and reasoning. Critical thinking improves the quality of thinking by taking charge of

the structures inherent in thinking and imposing intellectual standard upon them.

Decision Making :

Decision making enables a person to choose the best amongst the various alternatives. This is the ability to analyse and weigh the pros and cons of various alternatives. It also develops the courage to own responsibility of his decisions with confidence.

Problem Solving :

Problem solving ability helps in solving the problem constructively. This skill assists in resolving a conflict, reaching a solution and settles an issue.

Coping with Emotions :

Coping with emotions assists a person to know the feelings of himself and others. This skill makes a person to understand that strong feelings are normal and that feelings are neutral.

Coping with Stress:

Coping with stress makes a person to identify the sources of stress. It also enables a person to understand the effects of stress and how to relax before worsening the situation.



Figure:- Life Skills

III. Develop the Learning Culture among Student's & Teacher's

- To provide the challenging opportunities for students to learn innovatively and collaboratively.
- To encourage students to take responsibility for their own learning.
- To encourage students to develop their own learning styles.
- To maximize teacher potential.
- To identify ways to developing self.
- To improve performance of teachers
- To provide Constructive challenges
- To develop life skills among students and create opportunity to reflect on their skills.
- To develop pre-vocational and vocational skills, art integration and physical education through an integrated curriculum.
- Focus on Develop Efficiency of Teacher's Teaching Skills:
- To encourage teachers to deepen learning.
- To encourage teachers to be receptive to new ideas, explore ideas, practice reflective and meta cognitive thinking to improve student learning.
- Helping teachers to be self awareness, take responsibility for self growth & development.
- To explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning.
- To guide teachers to utilize data for effective planning and execution of instructional plans
- Some studies showed that very few students have high level of life skills and majority of the students have average or low level of life skills. Thus, there is a dire need of integrating life skills in the curriculum of schools as well as

colleges. In order to transact the curriculum successfully, teachers must be trained continuously. Only professionally trained teachers can develop the life skills in the students properly. Research studies also show that development of life skills in the students has increased their academic achievement. Life skills reduced the violence in the schools and colleges, have prevented the students from the abuse of drugs and alcohol, and developed their self confidence, self concept and self esteem. Life skills help in creating an environment of peace. High level of life skills helps in becoming good citizens and productive workers. These help in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress, help in controlling the emotions and making the informed decisions. Thus, life skill development is an important subject which must be taught in our educational institutions.

IV. CONCLUSION:

The main conclusion reached is that we need greater recognition that organizational learning and Life Skills are important sources of contextually grounded knowledge and understanding and, if anything, the increased complexity of leadership will continue to require greater individualised and contextualized support. We accept that there are a number of good, wide-ranging and innovative programmes targeting school leaders' learning needs.

Indeed, we note that Life skills of teachers and students are the most appropriate order and speed of strategic change. If school leaders are really to become professionally competent, they need to be able to take control of their own professional learning and be actively engaged in practitioner research.

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