Miller's inspirational work on Educational Leadership and management (ELM) and the Seven Dimensions of ELM for effective and knowledgeable deputies, rectors, principals, administrators and managers in a VUCA environment

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ABSTRACT: *The paper examines the inspirational works of Miller and collaborators (2014,2016,2018) in the field of Educational leadership and management for effective and knowledgeable deputies, rectors, managers, administrators in a VUCA environment. Miller (2014,2016,2018) explores 7 dimensions that a professional of education should venture into such as (a) professional growth and development, (b) capacity building, (c) professional learning communities, (d) student learning , (e) inclusion, (f) organizational culture and (g) good governance, accountability. Additionally professionals in education have to work in VUCA environment. Leithwood et al. (2006) explained that classroom teaching and leadership are the two most powerful influences on student outcomes*

I. INTRODUCTION

Leadership has been a topic of studies for professional of education since any actors of Education need to aspire to be role models for their peers and students. A leader motivates the troops towards a common objective. The leader set standards and deal with internal conflicts among the organization. A VUCA environment stands for volatility, uncertainty, complexity, and ambiguity. It describes the situation of constant, unpredictable change. Miller and Hutton (2014) stated that school leadership effectiveness is a function of environmental and personal factors, expressed as follows: $L = f$ (Environmental factors + personal factors). Environmental factors, they state, comprise legal/regulatory factors + institutional factors; and personal factors include determination, perseverance, quality of decision-making, etc. Miller (2018:182), argued that there are four dimensions of school leadership: personal, environmental, relational and social. Successful and effective Rectors, deputies, administrators exercise their practices through a balance among these factors. The original work of Osman & Miller (2022) depicts these factors under seven dimensions namely : (a) professional growth and development, (b) capacity building, (c) professional learning communities, (d) student learning , (e) inclusion, (f) organizational culture and (g) good governance, accountability. They reflect the nature of school leadership.

II. LITERATURE REVIEW

The following paragraphs describes the seven dimensions of Leadership. The dimension one is professional growth and development (Osman & Miller ,2022).Leading personal growth and development involves a complex set of issues connected to self-awareness. These indicate the need for the following principal capacities such as 1. Develop a personal and distinctive professional identity as a school rector 2. Develop and enhance 'personal mastery', showing how professional action grows from developing skills.3. Develop, advocate, and enact shared mission, vision, values, and moral purpose.4. Behave according to clear ethical principles and professional norms.

5. Exhibit strong interpersonal skills and clear communication. 6. Understanding of how to manage conflict. 7. Develop emotional intelligence, including self-awareness, social skills, and empathy.8. Be an authentic leader, exemplified through being true to their principles, and ready to accept the views of others.9. Lead by example, with integrity, creativity, and clarity.10. Demonstrate resilience in response to the pressures of leadership. Dimension two is capacity building (Osman & Miller ,2022). Leading capacity building involves understanding and application of collegiality, trust, and distributed leadership. These indicate the need for the following principal capacities: 1. Develop collegial relationships with and among teachers and other staff. 2. Work to build trust with teachers and other stakeholders. 3. Distribute leadership to teachers and other school leaders. 4. Facilitate effective team building with teachers and other staff. 5. Empower teachers and staff to

innovate. 6. Mentor and coach teachers and build mentor capacity throughout the school.7. Develop a programme of classroom observation, with constructive feedback.8. Encourage life-long professional learning.9. Identify talent as a step towards succession planning.10. Develop the professional capacity of teachers and other staff. Dimension three is professional learning communities (Osman & Miller ,2022). School development depends on well trained, and highly motivated, teachers. Professional learning includes both pre-service and in-service training. This means that principals should encourage and model continuing professional development (CPD) and other forms of professional learning such as 1. Develop and implement a professional development programme.2. Ensure that teachers and staff engage in professional learning.3. Distribute leadership throughout the school. 4. Foster the development of professional learning communities. 5. Encourage teacher leadership within and beyond the classroom. 6. Build collaborative teacher teams. 7. Foster teacher job satisfaction, motivation, and morale. 8. Model a participatory leadership style. 9. Pay attention to the individual needs of teachers, both professional and personal. 10. Encourage teacher 'ownership' of innovation and change. Dimension four deals with student learning (Osman & Miller ,2022). Leading student learning is at the heart of school leadership, focusing on helping children and young people to achieve the best possible outcomes, to improve their life chances. It involves a combination of inputs including instructional, pedagogic, and distributed leadership such as 1. Foster the design and delivery of learning.2. Focus strongly on instructional leadership.3. Evaluate student outcomes and address within-school variation.4. Model good teaching and learning practice.5. Monitor classroom teaching.6. Observe classroom teaching and provide constructive feedback.7. Mentor teachers to enhance their curricular and pedagogic skills.8. Encourage professional engagement through dialogue.9. Foster a collaborative approach to leadership of student learning.10. Ensure a culture of high expectations for students and staff. Dimension five is inclusion (Osman & Miller ,2022). Leading inclusion and equity is fundamentally about leading for social justice. It involves the rector making inclusion and equity central to their mission, without any personal, familial, gender, racial, ethnic, or cultural ascription. It also involves articulating and supporting the development of a shared language and culture, including core values of diversity, equity, and inclusion. These values lead to several core aspects of a leadership profile such as 1. Develop and articulate the school's socio-cultural history.2. Advocate an inclusive culture, which values and celebrates difference.3. Build understanding of inclusion and equity.4. Build commitment to democratic processes and accountability.5. Confront issues of injustice.6. Develop an open learning culture, where discussion and debate are encouraged.7. Promote respect for the whole school community, including adults and students.8. Lead the curriculum in socially just ways.9. Model ethical conduct and professional norms.10. Cultivate an inclusive, caring, and supportive school community. Dimension six is organizational culture (Osman & Miller ,2022).Leading organisational culture and change requires deep understanding of the values and beliefs underpinning schools. Culture is a complex, and largely invisible, feature of organisations, represented by symbols and rituals. It links to ethos, that hard-to-define feeling about what the school stands for. Change is endemic in organisations, arising from new policies, new school members (students and staff), and changes in the community served by the school. Because culture is often deeply embedded in the school, cultural change may be slow and uncertain but often essential if change is to be meaningful and sustainable. This has clear implications for a leadership profile that includes 1. Align school culture with national or societal culture.2. Recognise that a positive organisational culture is a key element of school success.3. Clarify and articulate shared values, beliefs, norms, and behaviour.4. Develop and celebrate school culture through visible and invisible features such as rituals and symbols, heroes and heroines, and high levels of trust, loyalty, and commitment.5. Promote a positive teacher learning culture.6. Adopt agile leadership to manage organisational change.7. Build school culture through clear aims, appropriate communication, and 'buy-in' from stakeholders.8. Interpret imposed change for consistency with school culture.9. Promote culturally responsive practices to enhance student learning and welfare.10. Embrace change as an opportunity, not a threat. Dimension seven is good governance, accountability (Osman & Miller ,2022).Schools form part of a wider social system within their local communities. This leads to a wide range of accountabilities, including to national and local government, which often own the schools. Leaders are also expected to be responsible to parents and students, who are the school's 'customers'. They also need to be responsive to the needs and expertise of their staff. These stakeholders may have formal representation within the school's governance framework or have more informal links with the school. In any event, they play important roles in the school, which cannot succeed without them. This leads to several dimensions of the leadership profile.1. Position the school at the heart of an 'open system' to maximise engagement with stakeholders.2. Maintain two-way communication with super-ordinates to facilitate public accountability.3. Develop supportive relationships with teachers to encourage professional accountability.4. Promote active engagement with parents and the school community to develop client accountability.5. Manage the recruitment and participation of school governors, parent representatives and others involved in formal school activities.6. Provide training and support to enable the active participation of parents and other stakeholders.7. Clarify the roles and responsibilities of all who participate in formal school positions.8. Promote a climate of cooperation to minimise the risk of conflict within

and between stakeholder groups 9. Enhance the meaningful engagement of families with the school.10. Encourage teachers and all staff to adopt active stakeholder relationships.

III. DISCUSSION

A VUCA working environment VUCA stands for volatility, uncertainty, complexity, and ambiguity. It describes the situation of constant, unpredictable change. Volatility refers to relatively unstable change; information is available and the situation is understandable, but change is frequent and sometimes unpredictable. Agility is key to coping with volatility. Resources should be aggressively directed toward building slack and creating the potential for future flexibility. Uncertainty refers to a lack of knowledge as to whether an event will have meaningful ramifications; cause and effect are understood, but it is unknown if an event will create significant change. Information is critical to reducing uncertainty. Institutions should move beyond existing information sources to both gather new data and consider it from new perspectives. Complexity occurs when many interconnected parts forms an elaborate network of information and procedures; often multiform and convoluted, but not necessarily involving change. Restructuring internal institutional operations to match the external complexity is the most effective and efficient way to address it. Ambiguity arises due to A lack of knowledge as to 'the basic rules of the game'; cause and effect are not understood and there is no precedent for making predictions as to what to expect. Experimentation is necessary for reducing ambiguity. Only through intelligent experimentation can firm leaders determine what strategies are and are not beneficial in situations where the former rules of business no longer apply (Bennett & Lemoine, 2014).

IV. FINDINGS

O'Sullivan (2006: 253) stated that educational quality can only be improved if there is a systematic observation of what is happening in the classroom. This involves recording, analysing and reflecting on inter-relationships, interactions and outcomes and is critical to assessing and improving quality and that lesson observation can answer the "what", "how" and "why" questions such as • What is the current state of educational quality in schools? • How can it be realistically improved with the available resources?• Why is the quality of education poor? Observation may be used for teacher development or as a tool for teacher assessment or performance management. A teacher development approach targets the improvement of teaching and learning while a performance management approach is more instrumental, seeking to assess teacher performance. Hariparsad et al. (2006) affirmed that observation has two possible purposes:• a formative function for the development of professional teaching skills and • a summative function for selection and as a basis for grading and promotion.It has also been discussed that Successful rectors understand the needs of their teachers – they listen to them; they anticipate their questions and respond to them in a supportive way, aimed at building their individual and collective capacities. Similarly, successful rectors have a responsibility to provide teachers with appropriate skills for providing feedback to students on their work. The practice of providing feedback is smart and pragmatic and the role of the principal in modelling and/or otherwise supporting the skills acquisition and/or development of teachers (e.g. in providing feedback to students) is vital to all teachers, but especially those at the beginning and/or early phase of their teaching career, who may be in search of a source of direction and sense of motivation. Leithwood et al. (2006) explained that classroom teaching and leadership are the two most powerful influences on student outcomes. "Classroom factors explain more than one-third of the variation in pupil outcomes".They add that "there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership" Their globally significant research also shows that "school leadership has a greater influence on schools and pupils when it is widely distributed" All this evidence supports the need for capacity building if educational organisations are to be effective.

V. CONCLUSION

The seven dimensions of Educational ship and management provide in-depth guidance of what rectors, deputies, administrators and other professional of education require to their path to success. These dimensions develop the core competencies that these leaders require for to sustain their duties. Leadership is not just about giving orders but also be self disciplined and set the standards and guiding principles. Browning (2018: 17), argued that "By training people to develop into self-leaders, organizations become more customer-driven, cost-effective, innovative, and effective. Ultimately, a culture that fosters self-leadership is a culture that will lead to greatness within an organization." Awareness of this concept strengthens both the leader and the people for whom there is leadership development responsibility. Observation needs to be seen as a formative process, intended to raise standards of classroom practice if it is to gain the cooperation of educators, but O'Sullivan (2006: 258) stated that much observation is assessment and performance management driven.

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