



## Developing Leadership Capacity, Renewing Enthusiasm for The Role

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I am a teacher by choice. I studied under the patronage of educationists, who helped me develop my leadership capacity and I moved ahead. I set up Salwan Public School, Gurugram in 1997. When I left, in 2013, 13 teachers had got jobs either as Principals, Vice Principals and some had set up their own institutions.

I was asked to lead the flagship school of the Salwan Education Trust In 2013. I faced the biggest challenge of my career. I observed that the senior teachers, the respective heads, had their own domain and I could do nothing, much as it was an intrusion. I accepted and managed as best as I could. Time moved on. The three leadership positions (Vice Principal, Middle Wing Coordinator, Primary Head) moved to other sister schools and I was left with no experienced hand. The six senior most teachers who applied for the post of Vice Principal were interviewed. The senior most teacher was selected as Vice Principal. To nurture talent and capacity building and nurturing, I formed a super six team of these potential teachers as leaders. They were given them different positions, empowered them and that is how my journey of developing leadership capacity, renewing enthusiasm for the role began.

I was working with the minds that had been set. I had to change the culture of the school to make it more progressive. The leader has to lead by following four Leadership characteristics of the leadership theory:

- 1 Classical : You instruct and the followers learn.
- 2 Transactional : It is based on Leader Mentor Theory; and based on interpersonal skills.
- 3 Visionary: Leader who inspires, Leads and facilitates the way.
- 4 Organic : There is mutual sense making within the group. Leaders emerge rather than be formally appointed. Leaders serve the community that they lead.

Continuous teacher's training and orientation is an important instrument for quality education.

The paper discusses, 'Does school leadership matter for students learning'? Leadership for learning (LFL) constitutes the core focus in the context of school education for which all other types of leadership perspectives, practices, styles, behaviours, processes, concepts and theories are reflected upon.

The future of education is invest in yourself, in your profession and in global citizenship contributing to the future of mankind on this planet Earth.