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Module 14

LEADERSHIP SUCCESSION FOR SCHOOL-BASED TRANSFORMATION

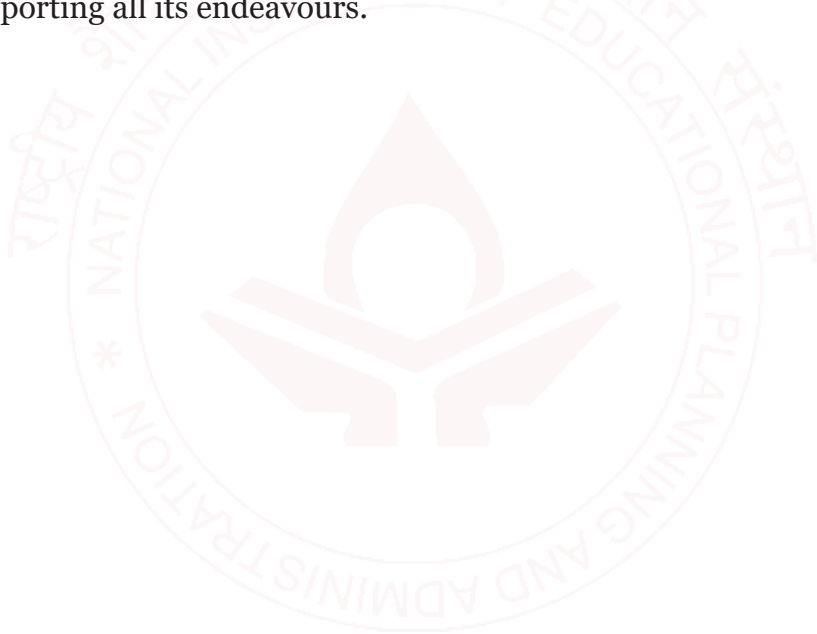
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KEY AREA
LEADING SCHOOL
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LEADERSHIP SUCCESSION FOR SCHOOL-BASED TRANSFORMATION

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Introduction

The purpose of this module is to equip current school leaders to improve schools of today and prepare prospective leaders to meet the challenges of the next-millennium schools. The module in the first two sections takes you through a trajectory from understanding of leadership succession to its importance in sustaining change in the school. The third section will guide through the preparation of a succession plan by the principal to help the next principal take on the change agenda from where the current one left.




Learning Outcomes

On completion of the module, school leaders will be able to

- Get acquainted with the concept of leadership succession and succession planning and its importance in sustaining change
- Familiarise with the elements involved in preparing a succession plan and be guided to prepare succession plan for their school

Sections	Topic
Section 1	Understanding Leadership Succession in Schools
Section 2	Succession Planning for Successive Leadership
Section 3	Preparing a Succession Plan for Sustaining School-Based Change



SECTION 1

UNDERSTANDING LEADERSHIP SUCCESSION IN SCHOOLS

Learning Objective: To make Head/Principal of schools familiar with the concept of leadership succession and its importance in sustaining change

Key Words: Leadership Sustainability; School-Based Change; Leadership Initiative



Introduction

When a school head/principal superannuates or promotes or transfers, the change initiatives with full vigour and passion get lost. The change initiatives, be it change in the teaching-learning process, team building, managing self and others, building partnership with community and other stakeholders, introducing small but meaningful innovations, if not continued, will disappear with change in leadership, leaving the school in the same situation and sometimes worst. When the new principal takes over, the outgoing principal just introduces the colleagues and staff and briefs about office files and records and then leaves. The real struggle for the new principal begins in without much understanding of the direction in which one should ideally move and what works best in a particular school context. Though (s)he has drawn a rough sketch of changes that might lead to improvement, he will be in total dismay as to where to start from. It is here that the need for sustainable leadership or leadership succession is felt.

What “School Leadership in Succession” Means

School leadership succession means that the current school leader familiarises the new leader with change that has been traversed through years, interacts and provides exposure to internal culture as well as external forces, and generates an understanding on how and what works best in the school situation. The process of successive leadership begins with ‘socialisation’, ‘enculturation’ ‘mentoring’ and ‘coaching,’ and eventually becomes sustainable. From this perspective, the new leader is inducted into school culture by means of socialisation tactics, stages, contexts and outcomes. This means that principals play a key role in providing a strong support by handholding and nurturing the aspiring or prospective leaders to help them adapt to the change agenda and thus take the school towards improvement.

Strongly linked to school leader is the sustainability leader who sustains

the changes envisioned by one leader and takes the onus to ensure that the earlier efforts do not go waste, adapts to the ideas generated before joining while generating new rethinking that result in rational decisions, leading to solutions appropriate to the situational demands.

Leadership Crises in Sustaining School-Based Change

At the institution level, it is the Principal or the Head who initiates, manages and leads the change and sets the tone of the school for goal accomplishment. It is important to recognise that the School Head has to lead the chalking of a complete trajectory of change which can make difference to school improvement. There are basically two fundamental approaches with which the school leader begins his journey from ideation to change implementation: (i) S/He adapts participatory decision-making process for carrying out a change, and (ii) S/He nurtures and equips the same set of values and skills that suit the ethos of a school. This indicates that the first step of initiating in-school change is to create occasions that build strong foundations of self-esteem, confidence and mutual trust. Once this is done, there begins the next level of change that include creating a climate conducive to learning, improving school processes, regulating teachers and students, bringing discipline, improving the teaching learning process and classroom instruction, introducing innovations, etc. Most of such decisions can be taken up by consulting the teaching faculty based on which participatory decisions can be taken. These are quite sensitive issues and therefore involvement of all is necessary. Hargreaves & Fink (2006) point out “one of the best ways to secure successful succession is to spread and stretch leadership across people now, not just in the future.” They accorded importance to distributed leadership wherein the leadership, next in position, develop leadership competencies in the process and as successors they take over easily. They strongly commented (2006: 93): “Distributed leadership

develops capacity in others, so they can become as gifted as those who lead them and can build on their achievements.” The process of change hastens when consultations are built around teams, forming a common consensus, considering all options before arriving at any decision, streamlining and organising the activities systematically, bringing transparency in the system, building school vision, inspiring, motivating, and empowering others for goal accomplishment of the school. When this principal leaves, there is hardly any arrangement in the current setup wherein the outgoing principal orients or briefs the new principal. The day leadership position is taken over by the next leader, the initiatives of the first leader start diluting and the new leader starts making new beginnings with new understandings and expectations. No matter how good the earlier principal has been in bringing about improvement in the school, if the mission is not carried out by the next leader, all the efforts go waste. This is true in the current practices. It is now strongly realised that orientation or interaction is not enough. They have to be deeply immersed into the ocean of change process, addressing the external forces of change emanating from diverse school contexts.

Transformational Leadership and Sustainable Leadership: Strong Linkages

Sustenance of change initiatives by the school head is linked closely with transformational leadership who has the capacity to alter the current and foreseen situations. Leadership succession carries the leadership initiative taken by one leader and they are forward by the new leader to make school improvement a reality. It is here that transformational leadership of both the current and new school heads matters the most in leading and sustaining the change and transformation towards overall improvement. The school head, as transformational leader, makes it particularly relevant to sustainability. It is the leader who spearheads the process of organisational change, starting from getting people

together, setting a vision for the school, creating a shared vision through collective consultations with school team, works relentlessly to translate vision into real school practices, overcoming all hurdles and challenges, and taking the school to greater heights. The element of passion, sincere work, commitment is quite strong that makes transformational leadership more sustainable and enduring. And in sustainability leadership, there is more space for creative problem solving, thinking outside the box, strong imagination on what works and when and how to go about that matters to the school.

Sustainable Leadership and School Improvement: The Complementarities

Hargreaves and Fink (2003) established a strong reciprocity between sustainable leadership and improvement beyond endurance. According to them, sustainable leadership spreads and lasts only when the change is in line with the surrounding educational and community environment. Now the question arises: how to retain the change agenda in the school for ensuring that leadership initiatives taken continue so far so that the school improves in the years to come? In the present practice, as one occupies the leadership position, either one gets lost in the new culture and resorts to a comfort zone or starts making new beginnings by resetting the goals, building new relationships, forming new teams and the context in which one has to lead. Leadership succession shows a way to the new leader on what path to follow that will help in taking the school forward.

It is equally important to understand that there has to be a guiding document for the new principal to get familiar with the school and the context in which the school functions. This articulates the need for preparation of a leadership succession plan for facilitating the head who is new to the environs. Hargreaves and Fink (2003), strongly recommended that “all schools should have a leadership succession plan

which should be an integral and mandatory part of its school improvement plan. More is at stake here than grooming individual successors, than identifying the next particular leader. The chances of successful succession are most enhanced when they do not rest on the shoulders of one or two individuals, but are invested in the hearts and minds of everyone. Succession plans should attend to the composition and development of the entire leadership team in a school to ensure that successful succession will be a shared, distributed responsibility.”

Succession Plan Shows the Way


The change agenda can sustain only if there is a successive plan in every school. This can be made possible at the school level and one does not have to wait for any externally mandated intervention. The purpose is to facilitate the process of transformation from one to the next leader. The succession plan for every school will serve as a guided resource to facilitate the new principal in chalking out pathways to school-based change. It is envisaged that the plan offered will be more practical and feasible, as it has been prepared in consultation with the staff and SMC, SDMC, SMDC and local community leaders. The new leader will not have to start afresh; rather (s) he will be instrumental in taking leadership initiative forward to help the school to greater heights.

Patrick J Renihan (2012) commented in his paper that “the enhancement of professional readiness for in-school leadership will occur, not merely through random, isolated activities, but through well planned programs that incorporate thoughtful incorporation of initiatives that are experiential, informational, skill oriented, mentorship-based, and strategically designed in keeping with the vision and directions of schools and their broader systems.” The question arises: How to ensure streamlining and continuity of the untiring effort of change agenda set by one leader? Isn’t mentoring or coaching enough? The answer is: No. It is important to consider succession planning as an integral part of the

entire process. This points to the imperative, for every school, that there has to be a well thought out school-based development plan with articulated vision and direction, followed by a succession plan.

Let us sum up

1. Leadership succession at institution level ensures sustenance of school-based change, leading to school improvement.
2. All school-based changes initiated at one time need to be taken forward by the next generation leaders.
3. Sustenance is not about one-time change but about identifying a school-based transformative agenda, bringing stability to the effort, step by step introducing new changes, eventually leading to whole school improvement.
4. Succession plan in every school is the key to continuity of transformative agenda leading to school improvement.



SECTION 2

SUCCESSION PLANNING FOR SUCCESSIVE LEADERSHIP

Learning Objective: To orient the school heads about the importance of succession planning for sustaining leadership in succession

Key Words: Successive Leadership; Succession Planning; School Development Plan

Introduction

Particularly for the new leader, transition from one position to another within school or from school to education department is a crucial phase. One who is new to the environment might find it hard to try innovations or any change that matters to the school. The new incumbent principal takes time to understand the school, overall work ethos, teachers' potential, student backgrounds etc. Building relationships, leading new teams in resetting the vision and mission of the school and implementing the newer strategies for goal accomplishment are not that easy. It is a sink or swim case here. Succession planning therefore can be seen as a viable mechanism for ensuring the sustenance of leadership initiatives. Experiences all over the world have shown positive results when there is a succession plan to smoothen the leadership transition phase.

Succession Planning Stabilises Successive Leadership

Read (2012), based on a study on Vice Principals in Ontario, contended that leadership succession is a critical issue in school education and therefore attention needs to be drawn to this highly neglected concern. Readings from different sources suggest that planning for leader succession should begin before 2-3 years of retirement, particularly for the period when the current principal will not be formally holding the position. It involves a process of foreseeing the probable consequences, charting out the plan that should work and which is suited best to the current situation. Succession planning helps a School Head in drawing a roadmap for the next generation leaders to continue those current practices that reinforces the transformation process and paves the way for school to improve further. School succession plan ensures continuity in the initiatives taken earlier in order to pave a way for the new head towards school transformation and facilitate improvement in the long run. It is a deliberate and a systematic plan strategically drawn for

successive leaders. Infact it makes the journey easy for both the incumbent and the next chain of school heads.

Succession planning is a mechanism to ensure sustainability in change efforts of one school leader to the next in succession. This planning is expected to facilitate the new leader to develop a complete understanding of school culture and context, its strengths, potentials and weakness, the leadership style appropriate to situations with high probability of complete understanding of what works best to perform and reform successfully. In India it is not difficult to identify the next school head who would be occupying in leadership position. In most states, promotion to the position of school head is mainly based on seniority. There are few who qualify an SPSC/UPSC Commission exam to assume the position of school head in a school. It is important to recognise that, irrespective of channels of selection, managing and leading change agenda is the business of leadership in succession. In fact, maintaining leadership chain, passing on the baton of change agenda holds the key to school improvement.

Successive leadership is a systematic facilitative process of nurturing the prospective and aspiring leaders. Since they already belong to the system and are quite aware of their responsibilities as leaders, they have sharpened leadership skills required for leading transformation process a school is going through. Succession planning is a mechanism for the future school leaders to ensure sustainability in carrying out small-scale changes, gradually moving towards accomplishment of the school's long term goals and eventually taking it to a higher platform towards overall improvement.



Exercise 1

Reflect on the school you are placed in and go through the article (link given below). Then, please comment on the relevance, feasibility and possibility of succession planning for sustaining successive leadership in the schools. Please give sufficient reasons to prove your viewpoint.

Read: The Seven Principles of Sustainable Leadership, by Andy Hargreaves and Dean Fink (available at: https://jotamac.typepad.com/jotamacs_weblog/files/seven_principles.pdf)

Without a quality succession plan, your school or organisation will have leadership gaps which affect the performance of the team and impact on results for pupils.

Source: <https://www.ambition.org.uk/blog/>

Succession Plan and School-Based Development Plan

The Right of Children to Free and Compulsory Education Act, 2009, legitimising the right of each child to have access to good quality education, is a major breakthrough in school education. Section 22 of the RTE Act proposes every school to have a School Development Plan by the School Management Committee (SMC). As Member Convenor of SMC, you are expected to lead through the preparation of School Development Plan. The school-based development plan across all stages,

right from elementary to secondary/senior secondary level, is prepared also in consultation with the faculty and staff. The plan articulates school-based vision and mission statement, redirects goals and targets in the direction of vision accomplishment, strategises and organises all school and classroom activities, leading to and promoting pupil learning. Several domains in the priority areas are taken up in the process of setting targets --- right from creating environment conducive to learning for staff and students, mobilising resources, assessment and evaluation procedures, classroom processes, curriculum changes, subject-specific teaching strategies, learning, building teams, creating networks for partnership with stakeholders, NGOs and civil society, introducing new innovations or small initiatives to bring about change in the school, and also working on several fronts depending on the priorities and requirements of the school. It is not enough to single out succession plan for the new leader to improve schools; it also needs to be linked with school-based development plan. As a leader, the school head becomes the prime mover of the entire process of integration of succession plan with school-based development plan as an important component to help the new principal in taking the agenda forward. The plan is expected to guide through the incoming principal wherein outgoing principal facilitates in understanding the school culture, context and change trajectory. This can obviously not happen in short interactions but would require substantial time to make the new principal understand the ethos and nuances of change. If the principal is promoted from the same school, then familiarisation becomes much faster. But those appointed from outside from a pool of candidates would require more time. Despite the fact that majority of learning happens while on job, the exercise helps in owning the responsibilities ahead of time. This will not require any additional effort. If schools are to improve, these efforts, incremental in nature, should not cease when the school principal who initiated the journey superannuates. Therefore, it is important that a succession plan also traverses with the school-based development plan.

Succession Plan, its Implementation as a Shared Responsibility

The school head is the kingpin when it comes to enhancing the internal efficiency and management of the school. But in the absence of a succession plan, as our experiences in India have shown, a majority of school heads and administrators at all levels have no record of change initiative taken by another leader. The success stories, the outstanding leadership practices get documented. In such situations, new leaders in the system fail to understand the leadership challenges, complexities and contexts of the new role and therefore they are unable to cope with the transition period. The current situation suggests an imperative that, first, there has to be a succession plan in every school and, second, implementation should become a joint responsibility of both, the school head and systematic administrators at the state, district and block levels. In creating and establishing a succession plan, the role of systemic administrators and school head becomes critical. Fullan (2001) emphasises that sustainable leadership must be a shared responsibility. No one leader or institution can control everything without support. Therefore, there has to be sharing of ideas, streamlining of decisions at different levels right from state level educational planners and decision makers to administrators at district and block levels to practitioners including the school heads and teachers, with a common consensus view.

The Southern Regional Education Board (2010) report on the three essentials --- improving schools requires district vision, district and state support, and principal leadership --- supports the idea that it is through participatory consultation that a vision is set for the school along with desired outcomes. It contends: "If state and district leaders have done their jobs, if the vision and desired outcomes are clear and the necessary supports are in place, then the principal and teachers can begin to design

and implement solutions tailored to the unique needs of their own students and communities.”

Succession plans at both the district and school levels facilitate the new leader in understanding the current environs and contexts, and also provides a lens on how and what needs to be done in future for achievement of goals.

Let us sum up

1. A leadership plan does not simply mean replacement of one leader with another.
2. It is deliberate, systematic and continuous planning for creating future pathways for next leader to ensure that change efforts are taken forward and goals are achieved.
3. A succession plan is critical to build leadership capacity.
4. For every school, there has to be a succession plan.
5. When there is a succession plan in place, the new leader immediately gets familiar with the past work and future directions
6. A succession plan involves a complete cycle of induction programmes, periodic training and continuous professional development to ensure success in implementation of school-based development plans, leading pathways to overall school improvement.





SECTION 3

PREPARING A SUCCESSION PLAN FOR SUSTAINING SCHOOL-BASED CHANGE

Learning Objective: Help school heads/principal in the preparation of a school succession plan in order to sustain the entire process of school-based change

Key Words: Succession Plan, Leadership Sustainability, Successive Leadership

Introduction

The process of school-based transformation starts from identification of change agenda, based on school's requirements and priorities. It involves the entire process right from creating readiness, building a personal vision leading to a shared vision, charting out activities and strategies, forming teams to carry out different responsibilities, mapping success and failures, overcoming obstacles and so on. The school head treads through a long journey in order to bring small changes in the school. Unfortunately, the success achieved lasts only till the time the school head remains in the same school. Any change is brought in with the support of teaching teams who are equally instrumental in making change happen. They realise that the pathways to school improvement have been set, but still would hardly share it with the next school head, since it is taken as an accepted fact that the change effort of the previous head will get lost, no matter how hard it was to implement and how meaningful it was to help school improve.

It is high time to realise how important it is to have a formal succession plan for the school in order to help the new head take the journey forward. It is a roadmap drawn right from ideation and includes drawing upon resources for involvement of human resource in the school for implementation of the change agenda identified through consultations with teaching teams and staff members, parents and community and other stakeholders. The plan has to be a realistic one, a practical guide that facilitates the new leader in the journey of school transformation.

Plan for Succession of Leadership

A leader in order to evolve a model of succession plan for sustaining the change initiatives, needs to work collaboratively with teachers and staff. One can also see the possibility of creation of networks of professionals and experts outside the school. The initial steps involve identification of a change agenda, preferably one based on requirements and priorities of

the school, goal and mission setting, talent nurture among teachers and staff inside the school and outside, potentially committed and willing to perform with a difference in several school activities like changing classroom teaching practices and overall school ethos. Succession planning is a continuous process based on periodical reviews and assessments and not a one-time exercise. It is important to make the beginning with a strategic plan close to the school needs, maturity levels and degree of commitment among teachers and staff and understanding of the school context. Once the stage is set, there follow the activities that matter the most in implementing the school-based change agenda.



Exercise 2

Read <https://files.eric.ed.gov/fulltext/EJ1162585.pdf>

Applying learning from the examination of the research paper closely, what do you think should be considered while preparing a succession plan considering relevance to the school you belong to?

School Development Plan and Succession Plan

Rather than starting from something new or afresh, it seems worthwhile that the current practices may be linked or integrated with new ones. In schools, linked with the school development plan, a succession plan can guide us through in future. Selection of school-based change that matters most is critical and successful implementation is again a challenge. Sustaining that change through successful implementation and carrying it through for school improvement by the next school leader is a much more daunting task. Fostering an environment for change comes through a well-designed succession plan, which draws and learns from the school development plan. Fink and Brayman (2006), supporting incorporation of succession plans with the improvement processes, envisage that the

compatibility between the two “will push all administrators and those around them to take the long-term challenges of succession and sustainability more seriously.” The entire journey of transformation and improvement will largely depend on how realistic a succession plan is prepared by the current school leader. The hyperlink below needs to be considered as a guiding document to prepare school-based development plan and then linking it with sustainable leadership succession plan.



Readings

[*School Development Planning-Hand Book.doc*](#)

Introducing the New School Head/Principal with the Ongoing Change Agenda

To begin the process of transformation, RTE Act takes the school improvement as the ultimate goal and creates a space for empowerment of a school head, by allowing her/him freedom to form teams with teachers and School Management Committee members and other stakeholders to chalk out a roadmap for reforming their school through the preparation of school development plan which is inherently school-based. This exercise fortifies every school leader to drive change from a school-specific context to transformation of the school system. The core necessity of SDP is to enhance the capacity of school leaders to think in terms of whole systems, instead of analysing the school in parts.

The new head takes clues from the School Development Plan, which has its own strategies and time line, in order to understand wherefrom the process of transformation can begin. It is advised that the school development plan should be consulted, and in case of its absence, one needs to be prepared as an essential tool for school improvement.

Suggested Pointers for Preparation of Succession Plan

A) Assessment of the following becomes vital to draw a future succession plan for the school:

SWOT: What are our strengths and weaknesses? Wherefrom opportunities can be derived to transform a weakness into strength?

VISION: What is our vision for making our school better?

MISSION: What is immediately required to translate the vision into a mission for a school to achieve?

GOAL 1 With strategies and time line: What should be our immediate goals?

GOAL 2 With strategies and timeline: What should be the strategies?

B) Broad leadership domains (clear articulation of what and how well the following features work in the school situation):

1. Clarity in communication (what and how to communicate to whom)
2. Engaging with teachers, staff, higher authorities, community, parents, SMC, SDMC/SMDC with the aim of school improvement
3. Identifying committed and willing facilitators and those with leadership capabilities, and building teams for the activity at hand

C) Creation of Learning Opportunities

1. For Teachers: Inviting resource persons, subject specialists, improving library resources, improving laboratories, building learning communities, staff development plan, providing access to digital learning resources, etc.
2. For Students: Organising debates, sport events, science exhibitions, seminars, inter-school, inter-district and inter-state curricular and co-curricular activities, focussing on talent hunt, talent nurture and talent development activities

(D) Current Strengths and Future Leadership Needs

1. Defined and expected roles and responsibilities
2. Expectations from senior teachers, prospective principals, potential candidates
3. Strategies for enhancing leadership capacities with particular focus on academic leadership /instructional leadership

(E) Improving Internal Efficiency

1. Budgeting, managing finances, allocating funds, knowledge of rules and regulations, disciplining human and physical resources
2. Every feature of the succession plan must have an explanation and elaboration.
3. Regular review of activities must take place in order to identify milestones and benchmarking against the progress made --- whether the strategy worked well or not, or what other options can work.



Exercise 3

Exercise: Keeping in view the pointers stated above and a close examination of the hyperlinked reading below, prepare a succession plan for the school which you are currently leading.

Based on the succession plan, a specific personal work plan can be developed envisioning the future needs of the school. This will facilitate the next school head to sustain the change efforts and, from here, take the school through transformation process to overall school improvement.



Exercise 4

Case Analysis

One day, Ms. Rehana Ahmed, a principal of a senior secondary school, was reminiscing good memories with her students on the occasion of the student team winning State Championship in Sports. The school had progressed far beyond her expectations over the last two years. A day after, she expressed her gratitude to all teachers attending the staff meeting. During discussions, she revealed that she had less than a year to retire. Her retirement was due in June next year and currently, it was the month of August, only 10 months left! As the meeting progressed, one of the senior PGT teacher asked, “Madam, we have worked so hard over the past two years, with you as our school leader, don’t you fear all this will get lost? How do we ensure that positive changes brought in our school sustain after your retirement?” This question perplexed her and lingered on in her mind. On coming back home that evening, she tried to search for some documents online on how to sustain changes in the school once the principal retires. She happened to find a Module that linked Succession Planning with School Development Plan. Immediately she started to take down notes and decided that within a week she will share the draft with her team mates in the ensuing staff meeting. On the day of the staff meeting, Ms Rehana was eager to share her preliminary thoughts on creating a succession plan with other teachers. As a senior secondary school operating in the Indian context, she was well aware of the fact that any one from outside her school could join as the principal. She put forward the current and future scenario in front of the teachers.

Everyone agreed that this was a major area of concern as each one of the teachers had put in independent as well as collaborative efforts in bringing positive changes in all spheres of the school, be it transforming teaching-learning processes across grades, building learner competencies, integrating academic and vocational streams at secondary level, leading innovations, building 21st century skills among students, career counselling and guidance of young students ready to graduate class 12 etc. After an hour of deliberations, the school leadership team, drafted a roadmap for creating a succession plan based on the school development plan. The school leadership team decided that they would answer the following questions in the months to come, and substantiate answers with evidences.

- What are the core values upheld by the school? (such as transparency, inclusion, building competencies of every child and each teacher etc)
- What are the contexts of the school? (geography, socio-economic co-ordinates, diversity of student population, any specific features – such as presence of industries/employment opportunities etc)
- What is the vision of the school?
- What are the areas of intervention identified by the school for improvement in the three-year time period? (considering that third year will be counted as the first year of the new principal)
- How much progress has been made in each of the areas of intervention? (with evidences)
- What are the expected outcomes for each of the areas of intervention?

It was also decided in staff meeting that teachers would document progress made in each area of intervention through text/video/student portfolio /any other reference material, so that the new principal is well aware of the positive developments in the school. Ms Rehana could visualize that after a few months, she will have to consolidate a succession plan based on these inputs and design a way forward on how she and her team sees the school improving in future. Although she knew that the new principal will contribute in terms of a fresh perspective, she believed that her succession plan would enable the future principal to base her/his ideas on the current work of the school.

Reflective Questions

- Q1. As a school leader, how do you visualize succession planning?
What must be its key purpose?
- Q2. On which platforms, do you think, you can discuss the idea of succession planning for your further understanding?
- Q3. If you were to create a succession plan, which stakeholders will you involve in discussion?
- Q4. What will be the key features of the succession plan? How will you base it on SDP?
- Q5. How can a succession plan benefit the future principal?

Let us sum up

1. The success of leadership succession depends largely on the effectiveness of the Succession Planning.
2. The continuity of change efforts can be ensured by linking the School Development Plan with the Succession Plan.
3. School Development Plan guides through a school in its transformation journey according to the Succession Planning, leading to school improvement.
4. Succession Plan facilitates a new school head in chalking out new leadership needs and future direction of the concerned school.
5. Vision and goal setting articulated in the SDP provides strong foundation for the preparation of a Succession Plan.

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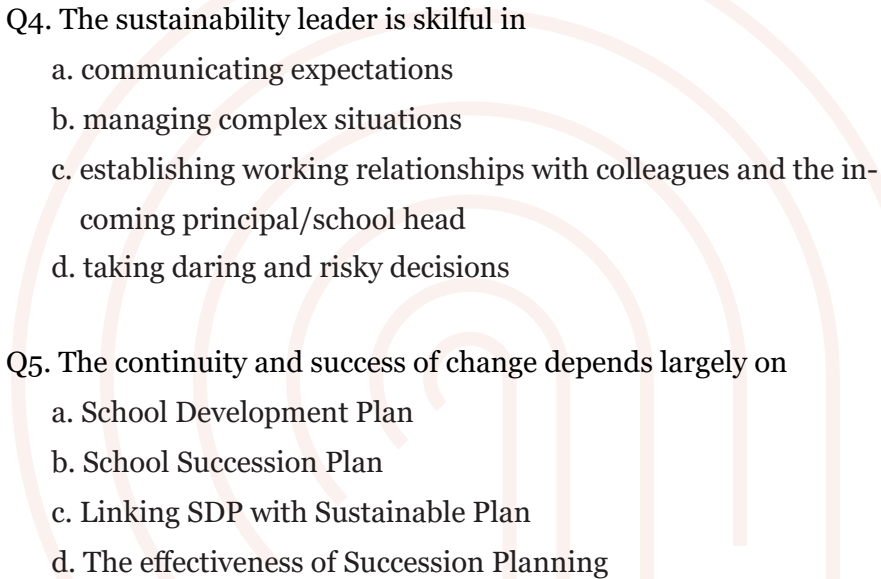
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Additional Readings

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Assessment: Multiple Choice Questions (MCQs)

- Q1. The success of sustenance of change with new principal depend largely on
- Orientation and briefing
 - Personal leadership competencies
 - Resetting of pre-established goals and mission of the school
 - Deep immersion in the school-based change process
- Q2. A successive leader
- announces personal vision and directs others to follow instructions
 - hand holds prospective head through the journey of change implementation
 - initiates the process of school vision and joins the consensus
 - is led by the decisions of staff
- Q3. The most essential sustainability leadership style is
- the inspirational and supportive style
 - the selling style
 - the transformational style
 - combination of all the styles

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- Q4. The sustainability leader is skilful in
- a. communicating expectations
 - b. managing complex situations
 - c. establishing working relationships with colleagues and the incoming principal/school head
 - d. taking daring and risky decisions
- Q5. The continuity and success of change depends largely on
- a. School Development Plan
 - b. School Succession Plan
 - c. Linking SDP with Sustainable Plan
 - d. The effectiveness of Succession Planning

Ans: Q.1-d, Q.2-b, Q.3-c, Q.4-c, Q.5-d









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