

# HOW THE LEADERSHIP OF TOP-PERFORMING EDUCATIONAL INSTITUTIONS CAN HELP MEDIOCRE SCHOOLS?

Alex Wardlaw, University of Leicester

## ABSTRACT

*This article examines high-performing educational systems from the perspective of developing and fostering leadership. It suggests that as part of an implementation science designed to maximise performance, the best educational institutions actively develop leadership capacity for reform. The article concludes by stating that the top performing systems as determined by international comparative data, not only invest in an implementation science that defines, delineates, and ultimately determines exceptional performance, but also create the leadership capacity to consistently outperform others.*

**Keywords:** Educational Institutions, Leadership, Top-Performing, Schools, Educational Leaders.

## INTRODUCTION

Education is a critical foundation for personal and societal development, and it is essential that every student has access to a high-quality education. However, not all schools are created equal, and some schools may struggle to meet the needs of their students. In these cases, the leadership of top-performing educational institutions can play a significant role in helping mediocre schools to improve. There are many ways in which the leadership of top-performing educational institutions can help mediocre schools. These include providing mentorship and guidance, offering professional development opportunities, collaborating on initiatives, sharing data and research, and advocating for policy changes. One way in which top-performing educational institutions can help struggling schools is by providing mentorship and guidance. Leaders of top-performing schools have experience in creating and maintaining successful educational programs, and they can offer advice and support to leaders of struggling schools. They can provide guidance on best practices for curriculum development, teacher training, and student assessment, among other areas. This mentorship can help struggling schools to identify areas for improvement and develop strategies for success. Another way in which top-performing educational institutions can help mediocre schools is by offering professional development opportunities. Professional development can help teachers and administrators to improve their skills and knowledge, and it can provide them with new ideas and strategies to implement in the classroom. Leaders of top-performing schools can offer professional development opportunities to leaders and teachers in struggling schools, providing them with the resources they need to improve their instructional practices (Dimmock & Yong Tan, 2013).

Collaboration is another important way in which top-performing educational institutions can help struggling schools. Leaders of top-performing schools can collaborate with leaders of struggling schools on initiatives to improve student outcomes. This collaboration can include joint curriculum development, teacher training, and sharing of resources. By working together, educational leaders can leverage their collective strengths to create successful programs that

benefit all students. Sharing data and research is another way in which top-performing educational institutions can help struggling schools. Leaders of top-performing schools can share data on effective educational practices with leaders of struggling schools. This can include data on student achievement, teacher effectiveness, and other indicators of success. By sharing this data, leaders of struggling schools can identify areas for improvement and develop strategies to address them. Finally, leaders of top-performing schools can advocate for policy changes that benefit all schools, including those that are struggling. They can work with policymakers to address funding inequities, improve teacher retention, and support initiatives that promote student success. By advocating for policy changes, educational leaders can help ensure that all students have access to high-quality education and the opportunity to succeed.

The leadership of top-performing educational institutions can play a significant role in helping mediocre schools to improve in several ways:

1. Leaders of top-performing institutions can provide mentorship and guidance to leaders of mediocre schools. They can share best practices, offer advice on how to improve instructional strategies, and provide resources to help struggling schools.
2. Leaders of top-performing institutions can offer professional development opportunities to leaders and teachers in mediocre schools. They can provide training on effective teaching strategies, curriculum development, and classroom management, among other areas.
3. Top-performing educational institutions can collaborate with mediocre schools on initiatives to improve student outcomes. This collaboration can include joint curriculum development, teacher training, and sharing of resources.
4. Leaders of top-performing institutions can share data and research on effective educational practices with leaders of mediocre schools. This can include sharing data on student achievement, teacher effectiveness, and other indicators of success.
5. Leaders of top-performing institutions can advocate for policy changes that benefit all schools, including those that are struggling. They can work with policymakers to address funding inequities, improve teacher retention, and support initiatives that promote student success.

Overall, the leadership of top-performing educational institutions can help mediocre schools to improve by providing mentorship and guidance, offering professional development opportunities, collaborating on initiatives, sharing data and research, and advocating for policy changes. By working together, educational leaders can help ensure that all students have access to high-quality education and the opportunity to succeed

## CONCLUSION

The leadership of top-performing educational institutions can play a critical role in helping mediocre schools to improve. By providing mentorship and guidance, offering professional development opportunities, collaborating on initiatives, sharing data and research, and advocating for policy changes, educational leaders can help ensure that all students have access to a high-quality education. By working together, we can create a more equitable and successful education system that benefits all students.

## REFERENCES

- Dimmock, C., & Yong Tan, C. (2013). Educational leadership in Singapore: Tight coupling, sustainability, scalability, and succession. *Journal of Educational Administration*, 51(3), 320-340.
- Ho, J.M., & Koh, T.S. (2017). Historical development of educational leadership in Singapore. *Leadership for change: The Singapore schools' experience*, 29-83.

- Lekhetho, M. (2021). Exploring factors influencing the performance of high-achieving secondary schools in Lesotho. *Issues in Educational research*, 31(3), 871-890.
- Michael, S.O. (1998). Best practices in information technology (IT) management: insights from K-12 schools' technology audits. *International Journal of Educational Management*, 12(6), 277-288.
- Tan, C.Y., & Dimmock, C. (2014). How a 'top-performing' Asian school system formulates and implements policy: The case of Singapore. *Educational Management Administration & Leadership*, 42(5), 743-763.

**Received:** 04-Mar-2023, Manuscript No. AELJ-23-13426; **Editor assigned:** 06-Mar-2023, PreQC No. AELJ-23-13426(PQ); **Reviewed:** 16-Mar-2023, QC No. AELJ-23-13426; **Revised:** 17-Mar-2023, Manuscript No. AELJ-23-13426(R); **Published:** 24-Mar-2023