

Preparing educational leaders in managerialist times: an Australian story by eaco...

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The paper "Preparing Educational Leaders in Managerialist Times: an Australian Story by Eacott" is a perfect example of an education article review.

Eacott (2011) article on education leadership focuses on the need to equip students with leadership skills instead of just transforming them to become the agents of leading change. As part 1 will discuss, there are merits in using school leadership preparation and development programs as a way of introducing current and aspiring leaders to the 'conversion of the world'. Eacott focuses on how school leaders in Australia are constructed through school leadership and development programs to become deliverers of state agenda. The content of what is actually taught in Australian schools is not given specific attention unlike in the cases of the US. If school leaders are really trained to be the deliverers of state agenda, then they have a crucial role in mentoring the students with skills on how to become leaders themselves but not agents of change. School leadership and educational development programs have an added value to the university students since it focuses on offering diverse intellectual schools for the student to be equipped with the skills desired in the 21st century. Eacott (2011, p. 45) is opposed to the content of the program offered in the Australian university which is based on the requirements of the market or simply about educational change. School leadership and development program should be more centred on the practical divide rather than the theory. When school leaders acquire diverse intellectual resources, Eacott (2011, p. 56) argues that such leadership underlies decisions. Reliance on systematic program and resources from non-university providers would make the school leaders

lack adequate knowledge to equip the students who are the leaders of tomorrow. For school leadership to be effective and desirable, the measures implemented depend majorly on whether the professionals setting them are academics, policymakers or practitioners. School leadership is not just understanding the rule of the game where the principal is the deliverer of the state agenda; it is about redefining the boundaries of schooling (Eacott 2011, p. 59). When students are trained to read more than just what the school program provides, the benefit in acquiring the knowledge needed in future leadership. I would very much agree with Kim. I support Kim's idea of encouraging critical thinking for the students as opposed to the way educational leaders are required to follow defined procedures in education delivery. The reason is that many transformations are taking place in this 21st centuries, educational leaders need to be well-equipped to meet these challenges. I would also back Kim on the idea that educational reforms are initiated everywhere globally in order to prepare the students to the competitive world. Thus, having set procedures to deliver education is not enough as it may not include important information that is not outlined in the procedure. Kim supports the idea of joining the conversation driven by the desire to challenge the current ideas and participate in redefining the boundaries of schools. I support this idea as (Eacott 2011, p. 59) suggest the need to redefine the boundaries in order to understand the need for critical evaluation. Karen supports the introduction of conversation of the world into school leadership which I agree with. On the question, the student asks as to why they are not already included, I would answer her that education change is what is needed. I would, however, disagree with the student that the

learners of the 21st century are self-regulated and that the principals can independently seek and acquire this knowledge. The position in Australia is that the educational leadership and development program is defined and the leaders and students are expected to follow such programs. I would also agree with Karen that school principals should adhere to the rules of DEC (Department of Education and Communities) who is the employer as well as the laws of New South Wales. The only way that educational leaders can make contributions to conversations of the world is through professional associations and networks which is true.