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## SCHOOL ADMINISTRATORS LEADERSHIP TRAINING (LT)

EDUCATION | INDEPENDENT MEDIA | CIVIL SOCIETY DEVELOPMENT

### KEY ISSUES AND OBJECTIVES

- Develop and strengthen school administrators' educational leadership capacity
- Support the advancement of a child-centered school environment

### PROJECT RESULTS

- Over 250 school principals and vice principals of primary and secondary schools trained by a 25 member Educational Leadership Trainers Corps
- Three handbooks published on primary and secondary school educational leadership, management and supervision methodologies and training



### IREX IN ARMENIA AND PROJECT HISTORY

Established in Armenia in 1992, IREX has been implementing teacher and school administrator training programs since 1998. Over 10,000 in-service and pre-service teachers and school administrators received rigorous training in modern teaching methodologies, curriculum design and educational leadership. LT began in 2002 with three focus areas: school administrator training in educational leadership, improving school climate and improving collaboration between school and community. Funded by the US Department of State, the LT provides a unique environment for training school administrators to become educational leaders in their communities.

### ARMENIA IN PROFILE

Armenia gained its independence after the collapse of the Soviet Union in 1991. With a population of 3 million, it is a mountainous country with 29,800 sq km territory. Armenia shares borders with Azerbaijan, Georgia, Iran and Turkey. Currently the labor force is engaged in agriculture--45%, industry--25% and services--30%.

### PROJECT ACTIVITIES

- **School Administrators Training in Educational Leadership:** The LT program provides training to school administrators in educational leadership. Training sessions help school administrators develop a clear vision for their school, improve leadership skills, and modernize management, supervision, and assessment methods.
- **Improving School Climate:** Emphasizing the adoption of an open and democratic leadership style, the LT program helps school administrators to work effectively with teachers, students, and parents. This collaborative leadership methodology leads to the development of innovative child-centered classrooms.
- **Strengthening the Relationship between Schools and Communities:** The LT program is committed to building strong relationships between schools and their surrounding communities. Strong school-community relations provide a base of support for educational leadership reform, build community spirit, and encourage civic participation, volunteerism, and collaboration with a variety of organizations.

## IMPLEMENTING ORGANIZATIONS



IREX is an international nonprofit organization providing leadership and innovative programs to improve the quality of education, strengthen independent media, and foster pluralistic civil society development.

Founded in 1968, IREX has an annual portfolio of \$48 million and a staff of over 500 professionals worldwide. IREX and its partner IREX Europe deliver cross-cutting programs and consulting expertise in more than 50 countries.



The Bureau of Educational and Cultural Affairs (ECA) fosters mutual understanding between the United States and other countries through international educational and training programs. ECA does so by promoting personal, professional, and institutional ties between private citizens and organizations in the United States and abroad, as well as by presenting US history, society, art and culture in all of its diversity to overseas audiences.

## IREX HIGHLIGHTS

### **IREX Introduces Leadership Training into State Curriculum for School Administrators Training**

In October 2004, as part of the World Bank Armenia Education Quality and Relevance Project, the Ministry of Education and Science incorporated materials from the IREX LT handbook into its training modules for school administrators. This marked the first nationwide inclusion of educational leadership, management, and supervision techniques into Armenia's state training curriculum modules for school administrators.

### **Changes in Leadership Style Bring Changes in School Climate**

After receiving LT training, Nelsik Eloyan, principal of Yerevan School #127, incorporated modern leadership and supervision concepts into his practice. He stated that his biggest achievement was creating an atmosphere built on trust, which encourages collaboration between principals, teachers, and students.

Today, teachers view Eloyan as a friend and mentor and come to him not only seeking his support but also with suggestions for improvement. Based on his teachers' suggestion to improve work with pre-service students, Eloyan established a training course so the best teachers can become clinical faculty in his school. He established a clinical school where Armenian State Pedagogical University (ASPU) pre-service students can work with School #127's geography teachers. This initiative was so successful that the school has become the core clinical school for the geography faculty of ASPU.

### **Parents' Training Courses Improve Relations between the School and Parent Community**

LT Trainer and Principal of Yerevan School #11 Ruzanna Azizyan decided to address the disconnect between the school and parents after participating in LT trainings. She created Parents' Training Courses in 2003 for parents whose children attend School #11. The courses illustrate how classes are conducted and offer tips on how to deal with and help children in time of need. These bi-monthly classes allow parents to dialog with a psychologist on a variety of issues affecting children, including lack of motivation, poverty, and suicide.

Ms. Azizyan tore down the wall between the school administration and the parents. Stronger parent/child and parent/teacher relationships have created improved classroom settings and a stronger community.