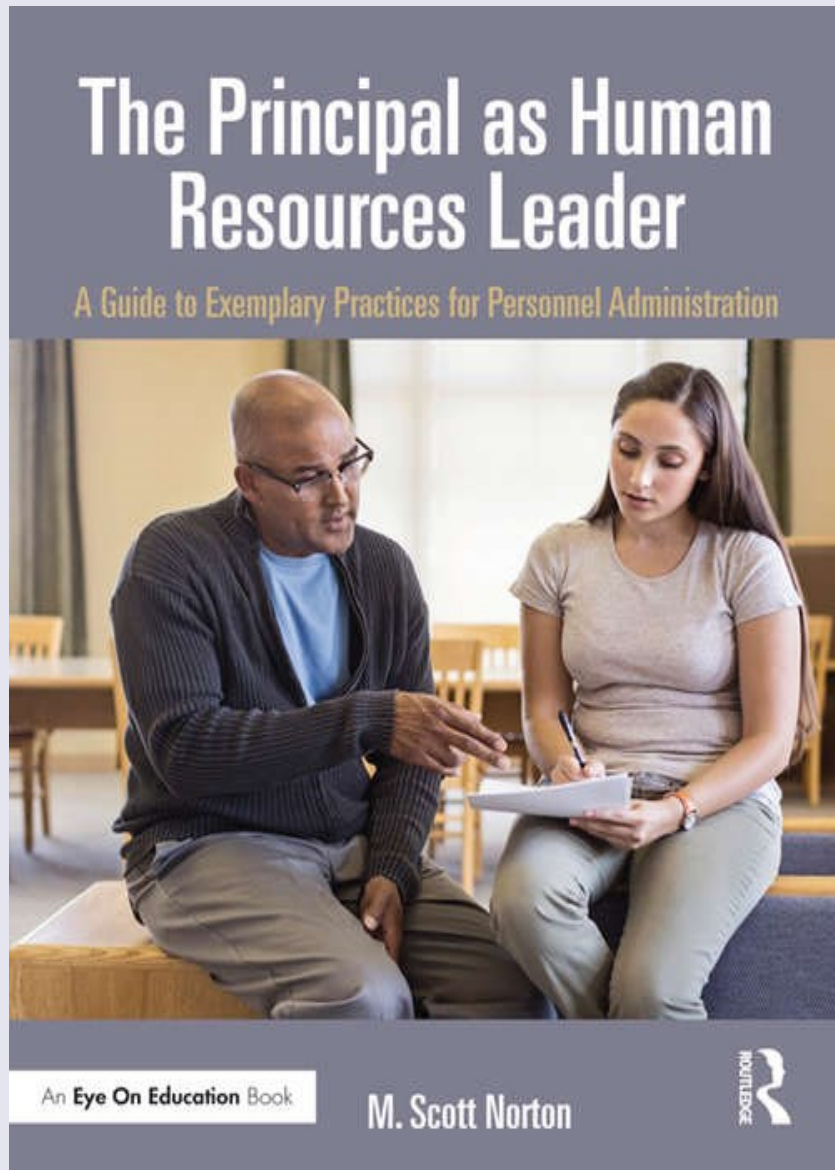


Executive book summary



ABOUT THE AUTHOR

Dr. M. Scott Norton is a former public school teacher, coordinator of curriculum, assistant superintendent, and superintendent of schools. He has served as professor and vice-chair of the Department of Educational Administration at the University of Nebraska at Lincoln and as professor and chair of the Department of Educational Administration at Arizona State



Book overview

Personnel administrative duties within the schools are vested in the local school principal. This accessible book arms school leaders with the knowledge and skills needed to be an effective human resources leader and shows them how to seamlessly fold these additional responsibilities into their daily routines. This practical resource provides school administrators with guidance on personnel selection, growth and development, orientation and placement, school climate, legal processes, leadership for classified staff, and other important human resource processes.

Special Features:

- Grounded in extensive research and interviews with practicing principals
- Provides a wealth of examples, strategies, tips, and best practices for leading the human resources function at the school level
- Chapter exercises and case studies explore the skills and knowledge needed for effective human resource leadership
- Details the significance of developing a positive school climate





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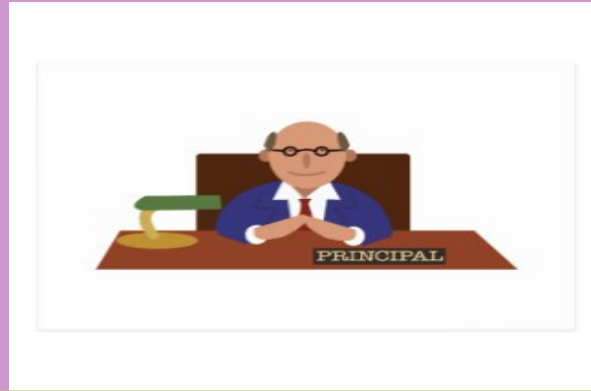
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Chapter 1 The Principal as Human Resource Leader



Primary chapter goal: To understand the changing nature of the resources functions in education and the requirements of new knowledge and skills on the part of the local school principal

The school thrives when leaders can hire, orient, develop, and maintain quality personalities. The chapter indicates the importance of work-life balance in a school. Business and industry have come to realize that providing a work-life balance is paramount to attracting and retaining talent. Responsible efforts on the part of teachers are necessary for all activities of the school. Evidence for quality outcomes in areas of student achievement has led to increased attention to the human resource process of recruiting, hiring, evaluating, and developing school personnel. Recruitment and placement of talented individuals receives motivational attention. Talent management has also been added to the human resource management process.



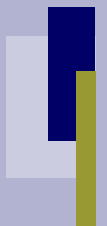
Chapter 2– Leadership for Implementing the Human Resources Process at the Local School Level

Primary chapter goal: to gain an understanding of the paramount importance of planning and organization in the

Chapter 2 presents the primary HR process of planning, recruiting, selecting, orienting assigning ,developing and evaluating significantly influence the leadership effectiveness of the school principal. Effective planning and organizing are the end products of the school leader’s administrative skills and the result of the hard work.

The chapters recommendations for implementing the process of recruitment and selection will serve to reduce the hiring of the unqualified people. The concept of work life

balance is also important in the field of the education too. Improving job satisfaction through such provisions as flexible work schedule is one of the concept that indeed are finding their way into practice at the school life. Equitable work load assignments can be realized and tools such as the Douglass Teacher Load Formula can serve the school principal as well. The factors that can contribute the retaining of talented personal were presented in this chapter.

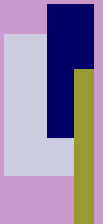




Chapter 3 Providing for Personal and Professional Growth and Development for All School Personnel

Primary chapter goal– To extend the foundational concept that schools are people ,and to emphasize the vital importance of the principal’s leadership in implementing a planned program of personal growth and development for effectiveness and success

The effectiveness of principal’s planning activities will influence each of the major HR process that are administrated inn the school . Quality teacher requirements have necessitated new looks at traditional recruitment and selection process. The qualified teacher is viewed in a different light in federal and state statues. And this has resulted in making the process of teacher evaluation an ongoing everyday responsibility for practicing principals. The orientation and the assessment process need to be increased. The concept that schools will progress as the people in them grow and develop was emphasized in this chapter. Staff development was viewed as a self development avtivity. The school principal has to provide a variety of growth and development opportunities for both the professional and support staff.



Chapter 4 School climate: A School Principal's Magic Wand



Primary chapter goal : to underscore the vital importance of fostering a positive school climate in the school for meeting the primary goals and objectives of the school's mission

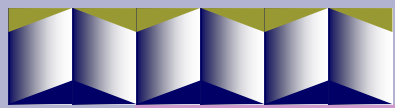
School climate plays an important role in determining school success. Student academic achievement, behavior of school teachers and staff, safety of the school environment, teacher retention, growth and development outcomes, quality performance, job satisfaction, and other human resource processes are positively or negatively influenced by school climate conditions. The chapter closed by recommending several behaviors and responsibilities for the school principal relative to leadership for climate improvement.



Chapter 5 Human Resources Administration and the Legal World of the School Principal

Chapter goal: to understand the legal basis for the human resources function at the local school level , and its impact on the operations of the school and the work of the local school principal

The main topic of Chapter 5 is the leadership of the school principal. School principals need to recognize that the law's most stringent requirements are established to ensure that each individual's rights are fairly protected. All citizens have the right to live with dignity and happiness. Teachers need freedom to teach and children to learn. This applies to supporting staff and faculty. A school leader's priority is to know and understand the need to eliminate bullying, sexual harassment, and other barriers to effective learning. The school leader and the school district must give a person in the school community a reasonable opportunity to explain their part if there is a violation of school rules. Appointing qualified teachers is essential if the school is to succeed academically. If your school has an unqualified teacher it means you have an unqualified administrator in the principal's office. HR Recruitment Recruitment Recruitment, hiring, orienting,



Chapter 6 How the School Principal Can Actively Lead the Support Staff of the School

Chapter 6 emphasizes the growing importance of the classified personnel function at the local school site, and the growing responsibilities of the school principal in managing that function. Administration of the classified personnel process remains a collaborative effort between local school principals and the human resources office at the school district level.

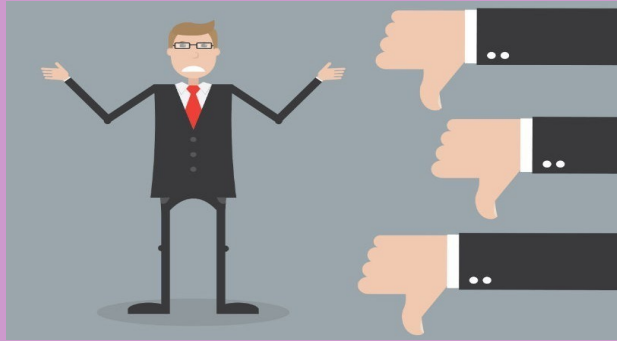
The duties and responsibilities of school principals have increased a lot as compared to earlier times. Therefore, the

services of an administrative assistant are essential. Especially in elementary schools. The organization of work families is in the Classified Employees Program. Each job family includes different job titles. Salaries for classified personnel are determined based on years of service, job grade level, and prorated hourly wages. Collaborative development of a classified employee job description benefits both the employee and the school principal. Both parties have a clear understanding of the re-

quirements of a job, a better understanding of the purpose of the job, and suggest guidelines for identifying necessary growth and development. Selection procedures for classified personnel are same as for certified personnel. The school principal, other staff members of the school and personnel from the district office of human resources participate in the selection process. This chapter concludes with an explanation of the essential duties and skills required of a classified officer.

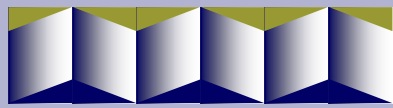


Critical evaluation of the book



He says what a good principal should be. But in his opinion, principals are increasingly involved in the recruitment, hiring and development of school staff. The HR department of a school does things like recruitment, hiring etc. But Norton often portrays this as the principal's job alone. Norton provides case studies for discussion in Chapter 4, but in these two cases the principal wants to keep the children at their grade level. Solutions to the problems discussed often seem elusive, and if solutions were found they would shed some light on how to improve schools. And Norton's assertion that the principal should be primarily responsible for human resources doesn't seem right. There are many constraints, such as tenure laws, union contracts, the culture of the entire district, and schools geographically isolated from major universities. The most valuable parts of the book are the recommended school climate tools and the references at the end of each chapter. Yes, schools are about people, but principals need a lot of help hiring, recruiting, and developing good teachers and support staff. This cannot be done alone, so the full responsibility for these tasks should not rest solely on the principal.





Discussion Questions



- What contents can be included in a school's position analysis?
- What are the things a school principal should do as a person who provides personal and professional growth and development for all school personnel?
- Differentiate between formative and summative performance evaluations in regard to their purposes and follow up activities
- How well planned and implemented the are the key HR process of recruitment, selection, orientation, assignment and others in your school?

