



Janet Ledesma

This issue of the JOURNAL is dedicated to the Adventist school principal. Whether he or she is leading an elementary, middle, secondary, boarding, or small school, the ministry and work of the principal are of inestimable value because these responsibilities extend beyond the realm of academic excellence; the principal's work focuses on leading for eternity:

"Teachers [and principals] do a high and noble work by cooperating with the divine purpose in imparting to young people a knowledge of God, and in molding the character in harmony with His. In awaking a desire to reach God's ideal, they present an education that is as high as heaven and as broad as the universe. This education cannot be completed in this life, but will be continued in the life to come. It is an education that secures to successful students a passport from the preparatory school of earth to the higher grade, the school above."¹

Recognizing that the Adventist principal is the keystone of the school, the purpose of this issue of the JOURNAL is twofold: (1) to empower, enhance, and provide resources for effective school leadership; and (2) to describe for readers the many "hats" Adventist principals wear, the multiple roles they must fill; to show how they do what they do and how their ministry can be enhanced.

Thus, in the lead article for this issue, L. Roo McKenzie writes about "Leading From the Sanctified Heart," describing the principal as the spiritual leader of the school and emphasizing the importance of calling, unselfish service, and spiritual renewal in order for the principal



From

LISTENING

to

LEADERSHIP

to be personally in tune with God and empowered to help others develop a relationship with Jesus.

Betty Nugent next describes another "hat" for the principal: instructional leader of the school, which includes staff development, providing practical experiences for students, assessment, and advocacy.

Evelyn Savory and Marva Shand-McIntosh describe an additional aspect of effective leadership in their article on the Listening Principal. How listening provides insights and possible solutions to problems and opens new areas for growth are the focus of this article.

Lyndon Furst, veteran administrator and school law professor, helps principals "face the law" by offering valuable insights into the school administrator's responsibilities in the areas of negligence, discipline, and reporting child abuse.

Jim Jeffery describes another "hat" the effective principal must wear as he explores the intriguing question: "Does Carrying a Smart Phone and an iPad Make the Principal a Technology Leader?" Jeffery challenges school principals to be proactive, to stay well informed, and to "create a road map for the effective use of technology by the students and teachers in your building."

The section on effective school leadership concludes with Linda Potter Crumley, et al.'s report of the findings of an in-depth survey of Adventist academy principals regarding their responsibilities and challenges.

The professional and personal development of the principal comprises the next section of this special issue. Ruth Nino and Yoel J. Paredes-Rodriguez discuss essential counseling skills for school leaders, and assert that apply-

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ing these skills will enhance the role of the principal. Marilyn Diana Ming urges principals to develop essential coaching skills to impact and influence others. Her article emphasizes the value of collaborative principal-teacher coaching relationships that focus on the professional development of the entire team.

The section ends with Pamela Consuegra offering time-management tips for principals—how to balance the demands of their work with the needs of their family and their personal lives. Her eight practical strategies will help school leaders to maintain healthy balanced lives that will make them stronger and more productive administrators.

Janet Ledesma concludes the issue by sharing the findings of her study *Narratives of Longevity From the Perspective of Seventh-day Adventist School Administrators in North America: A Multiple Case Study*. In this article, she tells why principals stay for long periods of time in the Adventist system of education—passion, calling, and godly commitment to the career and to servant leadership.

The concept of servant leadership is grounded on the premise that in order to lead, the Christian administrator must first learn to serve others from a heart filled with love. Jesus was the perfect example of servant leadership, and told His followers to do likewise: “Whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for

many” (Matthew 20:26-28, NIV).²

It is the authors’ hope that these articles and resources in this special issue will empower principals in this sacred work and encourage readers to appreciate and support the dedicated and committed work of our servant leaders in education—Adventist school principals!—Janet Ledesma.

The Coordinator for this special issue, Janet Ledesma, Ph.D., is Educational Leadership Coordinator for the School of Education at Andrews University in Berrien Springs, Michigan. She and her assistant, Evelyn Savory, enthusiastically undertook responsibility for an issue that had been dormant for some time, assisting in all aspects of its preparation, from defining topics and soliciting authors and peer reviewers to providing input on manuscripts and answering, at all hours, a multitude of questions. The Editorial Staff of the Journal express heartfelt appreciation for their assistance throughout the planning and production of the issue.

NOTES AND REFERENCES

1. Ellen G. White, *True Education* (Nampa, Idaho: Pacific Press Publ. Assn., 2000), p. 13.
2. The Scripture quotation credited to NIV is from *The Holy Bible, New International Version*. Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc. Used by permission. All rights reserved worldwide.