

Participatory management leads to ownership and commitment towards the certain of effective schools

School - Based Management, with community participation, is a concept born in Australia in 1967. But even by 2001, not all-Australian systems fully implemented SBM. Yet, since the 1990s, it has become an international phenomenon, spreading to most school systems. This paper, based on research conducted in three Australian school systems (ACT, Victoria and NSW) and Leicester in England, evaluates its impact. Findings are based on data collected the findings of effective schools research that partnership between parents and schools lead to the motivation of both staff and students, resulting in effective schools.

Data analysis suggests that participatory management lead to ownership and commitment based on what the community together believes and shares, in accomplishing for their children. Within decentralized and devolved school environments, leaderships is nothing more than a means to make things happen, through the exercise of wit and will, to work together in achieving the goals of the shared vision.

In the midst of rapid changes brought on by advances in information technology, globalization and the spread of democracy, public schools around the world are facing new challenges, necessitating the pooling of available resources. Participatory management contributes to create safe, healthy and positive teaching and learning environments, leading to better quality, effective schools. In the final analysis, SBM makes schools more autonomous, flexible participatory, effective and accountable in meeting the societal needs.