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THE ART AND SCIENCE OF LEADING A SCHOOL

Central5: A Central European view
on competencies for school leaders

final report of the project:
International Co-operation for School Leadership
Involving Austria, the Czech Republic, Hungary,
Slovakia, Slovenia, Sweden

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DEAR READER,

The publication you are holding contains the results of a project entitled International Cooperation for School Leadership. Launched in 2011-12 the project, supported by the European Commission, was the third stage of a Central European co-operation charged with the objectives of developing an international competency framework on school leadership, adapting it into national training programmes for school leaders, and developing methods and assessment tools to facilitate the application of a competency framework.

While the different occupational and professional competency standards, profiles and frameworks are fashionable nowadays, there is no common agreement about the concept of competency: cultural differences, divergent theoretical and epistemological bases of experts, users and countries all result in rather different definitions and approaches. Nevertheless, the divergent views seem to converge in so far as competency theory has proved to be very useful to bridge the gap between the educational sector and the world of work. As in the field of public education the school leader's role was identified as a key factor of efficiency, with school leader competencies becoming a priority.

The product – a competency framework for school leaders coined Central5 – needs to be understood in the context of a project an integral part of which was the process of working itself. What makes this competency framework unique? First of all, it is a demand-driven model based primarily on empirical research and the investigation of practice, integrating available models and research results. Secondly, it is Central European. Most of the existing competency frameworks have been generated in Anglo-Saxon countries, where using competencies has a long tradition, in the Central European region, and particularly in the post-Habsburgian countries, however it is a rather new approach. Thirdly, the development was implemented in an international cooperation, thus the framework is not directly linked to the educational system of any country. Rather it aimed to produce a neutral and balanced model built on the modern educational theories and common European ideas.

The development started off on rather diverse grounds: the experts involved coming from six countries with very different professional experiences and approaches (e.g. some being more involved in qualitative research, others in quantitative approaches, some having an academic background, others having strong links with practice). Whatever their background, all invested their personal knowledge in establishing a common theory. The expert team however did have a common core conviction, namely the constructivist approach, holding that competencies can only be interpreted embedded in a context.

One of the most important results of the project was the personal learning process of the experts and other stakeholders involved, which in some cases even provoked changes in their way of thinking and in their attitudes. Central5 should thus be considered primarily as a communication tool and as such it can always be improved. I strongly recommend the Reader to consider this product as a new possibility for improving their systems and as a catalyst for generating and applying valuable professional discourses to practice. I am committed to the power of communication and this two-year project reinforced that belief.

Eszter SZEGEDI, project leader

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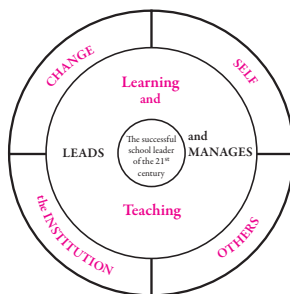
EXECUTIVE SUMMARY

Nóra Révai

“What makes a school leader successful in the 21st century?” was the fundamental question that the Central European expert team investigated. This book gives an insight into their work, the focus of which was school leader competencies and the development (preparation and training) of school leaders in the region. Building on the results of a 3-year long co-operation, partners from Austria, the Czech Republic, Hungary, Slovakia and Slovenia sought to develop the first cross-border competency framework for school leaders; a framework based on the expectations of key stakeholders such as school leaders, teachers, trainers of leaders, educational experts and policy-makers.

The Central5 – the Central European Competency Framework for School Leaders – defines the knowledge, skills and attitudes a school leader is expected to possess in order to be successful in a turbulent and fast-changing world. As such it encompasses the art and science of leading a school capturing the complexity of their role in five simple domains:

- leading and managing learning and teaching
- leading and managing change
- leading and managing self
- leading and managing others
- leading and managing the institution.



Hierarchy of the competency areas in the Central5

In terms of the core purpose of schools, the overview of relevant literature, the analysis of data collected, the interpretation of results on the national adaptations of the competency framework and that of case studies, together with the comparative study of the Swedish experts (involved in the last stage of the co-operation), all identify learning as the key factor. Consequently the primary task of the school leader is to support learning at all levels. This priority is expressed in the figure above, where Leading and Managing Learning and Teaching is placed in the centre, the other competency areas surround it indicating that they all serve that core purpose.

Once the framework was developed, the expert team investigated the potential applications. The study suggests that the framework can be used at different levels, by different stakeholders and for various purposes. The table below summarises the main uses of the framework that the project partners recommend:

Level	Stakeholders	Purpose
Individual	School leaders	self-evaluation, 360-degree evaluation
	Trainers of school leaders	evaluating and monitoring the progress of trainees (personal development)
	Researchers	comparative research
Institutional	Training institutions	developing, evaluating and improving training programmes
	School Boards, Maintainers	selection and recruitment of school leaders
National	Decision- and policy-makers, educational authorities	facilitating policy-making
International	Decision- and policy-makers, Central European institutions, networks	facilitating policy-making, generating reflections

As the table indicates the framework provides a valuable asset in supporting the work of a range of stakeholders. For example, tools for self-assessment, questionnaires to support individual development, and tested methods to improve a training programme are likely to be highly valuable to school leaders and trainers, whereas for researchers and research hot topics include those of system leadership, and the “leader” versus “leadership” debate.

In so far as the project arose from the co-operation of the Ministries of the five Central-European countries, one of the central goals was to convert results into policy. Thus below we highlight some indicative implications for policy-makers from the project:

- Remember the core purpose of schools and the purpose of the role of the school leader in achieving that core purpose.
- Examine the Central5 in the light of current local, regional and national practice.
- Seek to recruit the best candidate regardless of country of birth or current location
- Match the candidates’ competence to the post and to the future demands of the post.
- Support professional mobility and high-level (OECD, 2012) continuing professional development, including international professional development.
- Reduce the isolationism of the role by examining ways in which school leaders can come together as self-managing support systems.
- Develop a Leadership Continuum (lifelong learning and lifelong leading) with

opportunities for aspiring and emerging leaders and pre-appointment education and training.

- Examine the need for one school leader per school; consider alternative systemic approaches to the management of schools, for example the use of business managers, particularly across groups of small schools liberating the school leader to focus on the core purpose.
- Examine the language used in order to accommodate terms which differentiate, for example, responsibility and accountability; efficiency and effectiveness.

Arising from the co-operation of a dozen experts from six countries, an important aspect of the book is the insight it provides into the personal and institutional processes of collaborative working. Thus some sections expand on the reflections of the experts, trainers and leaders involved in the process of developing a common framework on

- the role of school leaders,
- the effective preparation of leaders for their role,
- the core purpose of schools.

At the same time the text relates to research and as such contains reflections on theory, method and the evaluation of the outcomes in terms of coherence and validity.

The content of the chapters and the questions which they examine are as follows:

Chapter 1 outlines the history of the cooperation with its milestones and the objectives of the present project.

Chapter 2 discusses the theoretical bases of the work, an international overview of existing competency frameworks as well as a special typology of competencies.

Chapter 3 is dedicated to the detailed description of the methodology.

Chapter 4 presents the competency framework itself.

Chapter 5 summarises the method and the result of the analysis the expert team analysed the coherence and the validity of the main product both on a quantitative and a qualitative basis.

Chapter 6 elaborates on the competency profiles set up in the 2010 (School Leadership for Effective Learning) project and gives an overview about the differences and similarities of the national competency profiles and the final international profile.

Chapter 7 presents the process of adaptation: the framework-generated reflection on the training programmes and training methods in all five countries and the recommendations on how to improve school leader training in each participating country.

Chapter 8 describes the perspectives on the competency framework and possible considerations for (self-) evaluation and the development of school leaders' competencies.

Chapter 9 presents the view of the Swedish partner by introducing the Swedish context and by providing a comparative analysis to show how the competency framework is reflected upon in this context.

Chapter 10 draws conclusions arising from the findings and the process. It includes further possibilities for developing the system, a summary on the potential uses of the framework on several levels, and last but not least, recommendations for policy-makers on the recruitment, preparation, training and support of school leaders as well as on the conception of 21st century school leadership.

In engaging with the contents of this book we invite readers to consider the Central European view on the competencies of school leaders and to reflect on their own practice be it leading a school, preparing leaders, doing research in the area, or designing educational policy.

CHAPTER 1

An international co-operation: history, objectives, outcomes

Nóra Révai

- 1.1 History and partnership
- 1.2 Milestones of the co-operation
- 1.3 Objectives of the ICSL project
- 1.4 Central5 – the name

In this chapter we are going to provide the reader with the background to the project, *International Co-operation for School Leadership* (ICSL), including its short history and the partnership, the milestones of the co-operation and how the needs and motivation for further development emerged. Moreover, we are going to give an overview of the objectives and the outcomes of the project.

1.1 History and partnership

Central European Co-operation for Education (CECE) is an international co-operation institutionalised in 1997 and renewed in 2007 among Ministries responsible for education in the countries of Austria, the Czech Republic, Hungary, Slovakia and Slovenia. In the framework of the initiative the ministries committed themselves to support the implementation of international projects in the field of education in line with the strategic goals of the European Commission. It is CECE that in 2008 initiated the first project, which dealt with the issue of school leadership: *The Role of School Leadership in Creating a Learning Environment that is Conducive to Effective Learning with Special Regard to the Improvement of the Quality of Teacher Activity*. That project was followed in 2010 by *School Leadership for Effective Learning* and in 2011 a third project, *International Co-operation for School Leadership*.

The projects' consortium was co-ordinated by the Knowledge Centre of *Tempus Public Foundation* (Hungary) and consisted of that organisation and four partners delegated by their respective Ministries: the Department of Teacher Education and School Research from the University of Innsbruck, also the host of the *Leadership Academy*, a centre with an international reputation for training school leaders (Austria), the *National Pedagogical Institute for Further Education* (Continuing Professional Development) (the Czech Republic), the Lifelong Learning Division of the *Ministry of Education* of the Slovak Republic involving experts from Constantine the Philosopher University in Nitra and the Methodical-Pedagogical Centre of Banska Bystrica (Slovakia) and, last but not least, the *National School for Leadership in Education* (Slovenia). In 2011, a new partner was involved in the co-operation: the *Uppsala University, Centre for Educational Management* (Sweden), which took on a special role in the project.

1.2 Milestones of the co-operation

The original reason for choosing the topic of school leadership was the rapidly-growing, international interest in the issue arising from such international research results as the OECD Report, *Improving School Leadership* (2008), which asserts that school leadership has a significant impact on teacher's motivation and on the quality of education. The initial motivation of the partners was to compare their national situations and to draw conclusions about possible ways of improvement. As a result of the first phase findings the focus was narrowed down to school leaders' competencies.

1.2.1 State of the art in Central Europe

From the first phase of the co-operation, the initial project, came the book entitled *The Role of School Leadership in the improvement of learning* (2009), which described the main outcome: the establishment of a theoretical basis for research and co-operation, based on which further outcomes were achieved: synthesised country reports and identification of regional conclusions and policy recommendations together with analytical country reports on the current state and strategies of school leadership development in the education systems of the Central European states involved. Based on a common structure and approach which developed common criteria, an international comparative synthesis based on the country reports, conclusions and policy recommendations emerged. A crucial first step had been to agree on terminology, to establish a common understanding of terms (and thus the related concepts), for example, "leadership", "management" and "administration". A critical part of the project was the development of the concept of the structure and the process by which the country reports were to be written. Thus, a unique study, which gave a regional synthesis summarising the most important elements of the state of the art in the field of school leadership in Central-Europe, outlining approaches to and the context of school leadership, together with prevailing trends concerning leadership and the training and qualification of school heads, was produced.

The general conclusion of the synthesis report was that school leadership needed further improvement in the partner countries with special regard to the following fields: stronger co-operation of decision-makers in different fields and at different levels, initiatives to support the position of leaders in public education offering continuing professional development, more effective training, higher remuneration, placing larger emphasis on the selection and assessment as well as more research on the issue with evidence-based results. More specifically, the country reports revealed that although

duties, responsibilities and tasks expected from school leaders were stated in legislative documents in all five countries, little or no mention was made of the competencies that school leaders needed in order to carry out their role effectively. Without making the competencies of school leaders explicit, it is very difficult to strengthen their position and carry out appropriate recruitment, selection and evaluation. To foster the above-mentioned improvements by addressing this specific deficit, partners decided to continue their co-operation and focus on school leaders' competencies, involving all relevant stakeholders – school heads, trainers, decision-makers – via a process of research and development.

1.2.2 School leaders' competency profiles

The second project from which emerged the publication, *School Leadership for Effective Learning* (2010), focused on the development of national school leader competency profiles that might also serve as a basis for leaders' selection, training and further training. The main expectation from the competency profile was to obtain a comprehensive picture of school leader competencies where the views of all relevant stakeholders are reflected.

The research methodology consisted of conducting national workshops for leaders and decision-makers and of carrying out and analysing a questionnaire-based survey. The purpose of both the workshops and the survey was to ask stakeholders their views about what are their expectations of and requirements from a successful leader. The expectations and requirements were formulated as forms of behaviour, activities and attitudes towards situations, people and processes. Based on the results of the national workshops, the experts in the project team developed a competency structure that consisted of the following nine areas:

1. Developing a strategy
2. Leading the processes of teaching and learning
3. The management and development of the school as an organisation
4. Management of organisational resources, human resources development, directing colleagues
5. Supporting transparency, taking responsibility, being committed to quality
6. Positive view of life; optimism
7. Ethical behaviour; the moral aspect of leadership
8. Leadership competencies; personal characteristics
9. Partnership: co-operation, contact-making and building networks

Once the structure was designed, the experts sought to examine its relevance by collecting more data and, if necessary, redesigning or refining it. Furthermore, they intended to translate the stakeholders' expectations and requirements into recognisable everyday practice.

A questionnaire-based survey was chosen as a powerful tool for data-collection for the "verification" of the competency structure. The target group of the survey consisted of practising school leaders and, wherever it was possible, decision-makers. Altogether 20% of the respondents' were decision-makers, which can be considered as sufficient in relation to the original expectation, namely to reflect the views of different stakeholders. The sample size was defined by the individual countries. The number of actual respondents was sufficient in all countries for statistical analysis and for gaining a wider and thus more reliable picture.

The last step was to draw up national competency profiles, that is, a representation of the expectations and requirements that would allow the measuring of leaders' competencies and could thus provide information on where development was needed. For this purpose, the Role Diagrammatic Approach (RDA), which is a model for describing human behaviour based on a holistic view and which can also serve as a tool of measurement (see Chapter 8.1 for further details) was used. (The RDA includes more than 30.000 words and expressions characterising behaviour, based on which the tool can set up the profile of a person or a description of a set of behaviour patterns.) The model has three dimensions and eight semi-axes as shown in the figure below (*Figure 1*).

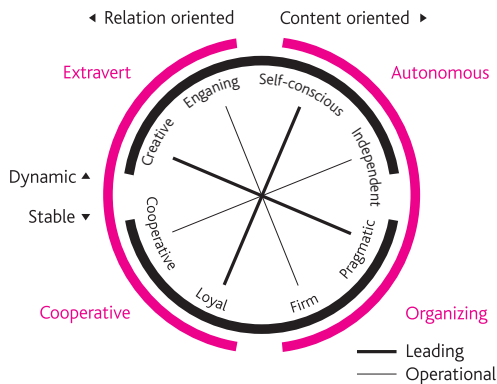


Figure 1: RDA axes

The expectations and requirements formulated as from the workshops and questionnaires were applied to the RDA and a profile was developed for all participating countries.

A quantitative analysis of the national profiles revealed that there are certain differences between the five countries in the responses and, thus, in the competency profiles of the characteristics of an ideal and successful school leader. These might be partly due to the differences in the legal, administrative background of the given states. One significant similarity is that strong organisational skills (corresponding to the semi-axis denoted as *Firm*) were considered to be very important for a school leader in all of the countries. On the other hand, differences were observed, for example, in the consideration of managerial and operational skills. While Slovenian respondents found managerial skills the most important; the Hungarian, Slovakian and Austrian respondents find operational competencies a priority. The Czech profile is balanced in this respect, that is, the operation of the institution is regarded as important as its management. A more detailed analysis of the results, the description of the research methodology, the project activities as well as three case studies from each country on school leaders' competencies were included in the final project publication (Abaribolya & Baráth, eds, 2010.).

1.3 Objectives of the ICSL project

The national and Central European competency profiles and the conclusions drawn from them inspired the partners to continue the work and to seek to develop a Central European competency framework for school leaders, which could serve as a basis for various adaptations and uses. The main objective of the new project (2011–2012) was thus to further develop the profiles into a structured framework and to find possibilities for adaptation of this framework into the national training programmes for school leaders. Partners established as desirable (if attainable) the additional goal of identifying different competency measurement methods that may be used as (self-) evaluation tools to support the personal, professional development of leaders and could potentially even be used for the selection and assessment of school heads.

A new project partner, the University of Uppsala from Sweden joined the consortium in 2011 to provide Central European partners with a recognised example of good training for school leaders and to provide the group with a peer review on the developmental processes applied in the project.

The approach to the project included both content- and process-orientations. The former consisted of further developing the common competency framework and adapting the competency framework into national training courses for school leaders, whereas the latter involved peer learning activities and active communication with

all interested stakeholders (practitioners, policy makers, experts). It is important to note that the two approaches are synergistic; the development of content feeds the process, that is, the experts of the project team, the external stakeholders participating in the development communicate and reflect together, which has an impact on the process, and vice versa; peer learning activities, expert workshops, common learning and reflection strongly influenced content development.

1.4 Central5 – the name

The main product, the Central-European Competency Framework for School Leaders received the baptismal name “The Central5”, referring at the same time to the five Central-European countries from which partners were involved in its development, to the five competency areas that constitute the structure of the framework as well as to the conviction that these five areas are “central”, that is, they are the most important and necessary competencies for successful leaders of the 21st century. Where the context is unambiguous it will be referred to simply as “the competency framework”.

References:

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CHAPTER 2

Theoretical background

Glynn Arthur Kirkham, Fiona Mac-Kay, Astrid Laiminger, Michael Schratz

- 2.1 Competency frameworks
- 2.2 The rigid-dynamic dimension in competency standards

In this chapter, a brief commentary is made with regard to “leadership” and its importance as a late 20th century focus in the management of schools and the subsequent frameworks which have developed. The reasoning behind frameworks, standards and competencies is explored and examples are given together with a comparative figure demonstrating the similarities and differences between selected countries.

The second section of the chapter contributes to the interpretation of school leader competencies by placing them on a rigid-dynamic axis.

2.1 Competency frameworks

Glynn Arthur Kirkham, Fiona Mac-Kay, Astrid Laiminger

The best headteachers/directors/principals have always recognised the importance of their role as school leaders in giving clear direction and purpose to the work within their schools with a focus on the centrality of learning and by modelling the behaviour they expect from others. The ability to rank achievement of pupils (and more tenuously of teachers and the schools) is not a new phenomenon. In England, for example, “league tables” of primary schools were possible – though data were not collated nationally – from the time of the 1944 Education Act, which established a tripartite system of secondary education – in relation to the successes of the number of pupils who passed the 11-plus (an examination, which was then the only gateway to grammar school education and possible higher education). There is now a raised profile through the use of international tests, TIMSS and PISA, which, in the words of American Secretary, Arne Duncan, (2010) “is fast becoming the measuring rod by which countries track trends in national performance and assess college and career-readiness of students as they near the end of their compulsory education and prepare to participate in the global economy”, and international league tables cause politicians to consider policy in relation to the rankings. For example, Obama (2010) warned the USA that “the nation that out-educates us today will out-compete us tomorrow.”

2.1.1 An international context

Two OECD reports (2008, 2012) reinforce the fact that the role of the effective school leader is imperative in raising student achievement and the trend towards decentralisation and local school management together with modern technology demand more of those who take on that role.

“School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school

leadership is essential to improve the efficiency and equity of schooling.” (Pont et al. 2008: 2)

“As more countries grant greater autonomy to schools in designing curricula and managing resources to raise achievement, the role of the school leader has grown far beyond that of administrator. Developing school leaders requires clearly defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and student performance.” (Schleicher et al. 2012: 15)

In order to gain school leaders who are able to carry out their significant roles, many academics (and international agencies) have researched what school leaders actually do, analysed successful behaviour and developed descriptions of these in the form of both competences and standards. Examples of such are the national associations for elementary school principals (NAESP) and for secondary school principals (NASSP) in the United States of America who have developed material over the last thirty or more years and one example from England, Jirasinghe and Lyons (1996). From the analysis and in their subsequent report on their research findings in England on 255 headteachers’ characteristics as determined by the use of three well-used questionnaires: a leadership styles’ questionnaire based on the 1981 work of American writer on leadership, Bass, the Belbin Team Types questionnaire and the Occupational Personality Questionnaire Jirasinghe & Lyons (1996) derived a set of school leader competencies.

In this book, a set of competencies for school leaders derived from the research carried out by the five central European countries in this project is established.

2.1.2 Framework

The National Association of Elementary School Principals (NAESP) defines a framework thus, a “framework presents a clear roadmap for federal, state and local policymakers and practitioners.” Frameworks often include details of standards and competencies as indicated by a UNESCO document (2006: 36). Under the heading, ‘Professional standards and competency frameworks’, “A small number of countries have chosen to approach the problem of recruiting, training and developing managerial staff by drawing up competency frameworks.” (See examples in Appendix 3). “These frameworks are jointly designed by the professionals and the organizing authorities, and they identify and describe in detail the knowledge and competencies required to manage a school effectively. They are intended for use in designing training and development programmes: pre-service training, training on taking up the post and in-service training. In part they enable training providers to be chosen and their

programmes to be agreed. They may also be used as a basis for assessing candidates for professional accreditation. Lastly, they may be used in the periodic in-service assessment of headteachers” (school leaders) “and in defining personal development programmes as their career progresses. They all contain practically the same elements but differently defined and ordered, reflecting different priorities.”

2.1.3 Why a framework?

Australian researchers, Wildy and Pepper (2005: 137–138), write in favour of a qualitative approach to assessing performance of school leaders and argue for a framework and standards as being beneficial to post-holders and stakeholders: “Since 2002, the standards for leaders have increasingly been endorsed and adopted by school and system personnel in Western Australia’s state education authority. The attributes” (they argue that the soft skill competencies are the most important) “form the core of the Leadership Framework... School leaders can access illustrated and annotated narratives displaying different levels of performance on each of the attributes, in a range of contexts (location - rural, remote, metropolitan; school type - primary, district high, secondary). School leaders can also access the Framework through definitions of the attributes or through their application in a range of duties grouped under headings such as: Policy and direction; Teaching and learning; Partnerships; Resources. The key message to practitioners who seek to understand and improve their professional expertise is that the quality of professional expertise is not so much related to *what* leaders do (their duties) as about how they do what they do, that is, the extent to which the eight attributes are demonstrated in the right amount for a particular context and in balance with the right amount of other relevant attributes.”

“School leaders use the Leadership Framework for self-reflection for professional learning, in conjunction with a 360-degrees-feedback instrument designed to draw attention to the appropriate levels of attributes in leaders’ everyday work. When school leaders are engaged in performance management processes with their line managers, they refer to reflective prompts (available at <http://www.eddept.wa.edu.au/Ic/fullcircle.html>) to gather evidence of their performance in the job. The most significant use of the Leadership Framework is in the development of performance-based tasks used in selecting leaders for appointment and promotion. At the time of writing, selection tasks have been applied in the appointment of District Directors (2002, 2003, 2005), secondary school principals (2004, 2005), primary school principals (2005), district high school principals (2005) and a senior program director (2005). This complex and innovative application has attracted the attention of other Australian educational authorities (Wildy, 2004, 2005).”

Frameworks then create parameters and opportunities for the enhancement of self-evaluation for aspiring school leaders and establishing their preparedness and a means of managing more effective recruitment and selection of school leaders. Further, they enable reflection on feedback and for personal professional development of school leaders.

2.1.4 Standards defined

A sound operational definition of “standards” and minimum occupational benefits accruing is used by the UK Occupational Standard Directory: “...Standards... define the competencies which apply to job roles or occupations in the form of statements of performance, knowledge and the evidence required to confirm competence. They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter. *They can be used to:* describe good practice in particular areas of work; set out a statement of competence which brings together the skills, knowledge and understanding necessary to do the work; provide managers with a tool for a wide variety of workforce management and quality control; offer a framework for training and development; form the basis of... vocationally related qualifications”.

Whereas, Ingvarson et al (2006: 31) take a traditional approach to definitions writing, “The *Shorter Oxford Dictionary* gives two definitions of the word, ‘standard’:

- Distinctive flag (often fig. of principle to which allegiance is given or asked; the royal &c-raise the – of revolt; free trade, &c); and
- Specimen or specification by which the qualities required of something may be tested, required degree of some quality, levels reached by average specimens (attrib.) serving as test, corresponding to the – of recognised authority or prevalence.”

They argue (ibid.) that “Both definitions can be applied to the development of standards for school leaders. In the first, standards would articulate professional principles and values. Like the flag on ancient battlefields, they would provide a rallying point. Standards are also measures, as indicated by the second definition – ‘the required degree of some quality’, for example. Standards are tools we use constantly in making judgements in many areas of life and work, whether measuring length, evaluating writing or critiquing restaurants – even assessing the performance of school leaders. Standards provide the context of shared meanings and values that is necessary for fair, reliable and useful judgement.”

Standards clearly establish minimum expectations.

2.1.5 From standards to competence and competencies

Wildy and Pepper (2005:1125) further argue that “standards are frequently weakened by fragmentation into long lists of duties – the tasks, roles and responsibilities of a leadership position, typically presented in a position or job description. Such long lists of duties lend themselves to checklists, with little attention to the skills and dispositions that characterise accomplished performances and even less attention to the context of the performance (Louden & Wildy, 1999b). Furthermore, a review of the assessments made against standards for leaders in one Australian jurisdiction (Chadbourne & Ingvarson, 1998) argued that the assessment of leadership qualities failed to distinguish between different levels of performance. Here they define performance as the manifestation of professional expertise’ from which professional expertise is inferred (Chomsky, 1965).”

Wildy and Pepper (ibid.) also contend with some justification that “it is not sufficient” (merely) “to describe levels of performance, such as those described in the standards for leaders prepared for the English National College for School Leadership (Bolam, 2004¹).” They suggest (and here with the use of vignettes in the Central European Competency Framework for School Leaders the need for a practical example has been recognised) that “To be helpful to practitioners, standards need also to be illustrated and particularised for the range of settings in which leaders work (Jasman & Barrera, 1998; Wallace, Wildy & Louden, 1999).”

Additionally, standards (and the underlying competencies) can be used to assist in the recruitment, selection and in the continuing professional development of headteachers based on methods such as self-reflection and 360 degrees’ appraisal.

» *Competence and competencies*

The OECD (2005: 4) defines the concept thus. “A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.”

This is reaffirmed by (Gordon et al. 2009: 13) who declare that “there is general agreement that it (competence) is about the application of knowledge and skills, and includes knowledge, skills and attitudes.”

Competencies may be defined as the knowledge, skills and attitudes which are evidenced through the actions of an individual. In the table below (which is an

1 It should be noted, however, that much material (written and online, digital including scenarios) was developed to exemplify the National Standards for Headteachers and used in the National Professional Qualification for Headship training by the National College for School Leaders in England.

adaptation from Kirkham, Lassak and Hartmann, in Abari-Ibolya & Barath eds., 2010) are represented these competency components and the terms in which they are to be found in the texts of ‘national’ standards. (*Table 1*)

US - ISLLC	UK - England	UK – Scotland	Ontario, Canada	Western Australia	LLL – SL
Knowledge	Knowledge	Knowledge and understanding	Knowledge	Knowledge	Knowledge
Dispositions	Personal qualities	Personal qualities and interpersonal skills.	Skills and attitudes	Attributes	Personal qualities
Performances	Actions		Practices		
		Strategic vision, values and aims,		Values	Values

Table 1: Key competence defining components

Key: US ISLLC - United States of America Interstate School Leaders Licensure Consortium; UK – United Kingdom; CECE LLL – SL Lifelong Learning- School Leadership project

In a comprehensive report on successful school leadership, Leithwood et al. (2006) identified four common domains (direction-setting, developing people, redesigning the organisation and managing the teaching and learning programme) plus additional elements relating to affective operations of successful leaders. It can be seen in Table 2 that these domains are common to the headship standards of a number of countries even though some use slightly different terms. Leadership is always about influencing and setting a direction. Louis et al. (2010, p 11) declare that “Whatever else leaders do, they provide direction and exercise influence.” The influence is now recognised as significant for the achievement of students, teachers and the families and communities in which they work and is realized mostly through indirect effects (Leithwood et al., 2006; OECD, 2009; Robinson et al., 2009).

When examining competencies for corporate responsibility in the private sector, Wilson et al. (2006: 3-4) in a paper entitled, “Why a competency framework?” give the following rationale. “In short, the answer is that most world-class organisations use competencies to define and drive high performance. Most managers, and those responsible for management development and learning, accept that competencies comprise a mixture of the following three elements:

- the skills and abilities we practice as managers in our everyday actions
- our knowledge, experience and understanding that informs the decisions we make
- the personal qualities, values or attitudes we espouse.”

Thus, arguing from the same premiss as Wilson et al. (op.cit.) and accepting the definitions given above, in Chapter 4 is presented the set of derived competencies from the research carried out during the ICSL 2011–2012 project.

While a “framework presents a clear roadmap for federal, state and local policymakers and practitioners who are rethinking principal evaluation” (NAESP/ NASSP 2012: 23), the Central European Competency Framework for School Leaders presents a clear set of competencies (deemed desirable by stakeholders and school leaders) for those who are thinking of assuming the role of principal school leader. See table below (*Table 2*).

Australia	Canada - Ontario	LiE - Europe	New York City	New Zealand	Pacific Region	UK - England
Leading teaching and learning	Setting directions	Political and cultural expectations and their translation into internal meaning and direction	Personal leadership	Culture	Leadership – visionary, ethical, agent of change	Shaping the future (strategically)
Developing self and others	Building relationships and developing people	Understanding and empowering teachers and other staff	Data	Pedagogy	Management – resource, operations	Leading learning and teaching
Leading improvement, innovation and change	Developing the organization	Structuring and culturing schools	Curriculum and Instruction	Systems	Teaching and Learning – conducive learning environment, curriculum and instruction, professional development	Developing self and others
Leading the management of the school	Leading the instructional program		Staff and Community	Partnerships and Networks	Partnership – community involvement, effective communication, inclusive and collaborative	Managing the school
Engaging and working with the community	Securing accountability		Resources and Operations			Securing accountability
	*				**	Strengthening community

Table 2: School Leadership domains in selected countries or jurisdictions >>>

» » Key:

*NB *The second part of the Ontario approach examines system practices and procedures, which support successful school leadership, and “are organized into six domains, in no specific order: school and district improvement, fostering a culture of professionalism, leadership development, administrative structures, parent and community supports, and succession planning”.*

**NB *At the time of writing, the Pacific Professional Standards for School Principals were only in draft form. While some, like the Pacific region approach have sub-sections, the competency framework developed by the five Central European countries is more similar to the Ontario approach which lays out the competencies but precedes them in each domain with a statement outlining the parameters of the role.*

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ISLLC: <http://www.e-lead.org/principles/standards1.asp> Ontario Framework: <http://www.edu.gov.on.ca/eng/policyfunding/leadership/PVPLeadershipFramework.pdf>

Western Australian details to be found in Ingvarson et al. (2006): http://research.acer.edu.au/teaching_standards/3/

2.2 The rigid-dynamic dimension in competency standards

Michael Schratz

Leadership competencies cannot easily be “measured” according to rigid standards, since they combine knowledge with skills and values. Leadership activities cover a wide range of areas in socially-situated actions, therefore “standardisation” offers different degrees of flexibility for interpretation, which opens a wide spectrum from “rigid” standards on the one hand (e.g. in strict legal matters) and more “dynamic” standards (for competencies which cannot easily be measured). If we place them on a continuum between “rigid” and “dynamic” we arrive at different zones of certainty in the expected actions of the school leaders (*see Figure 2*).

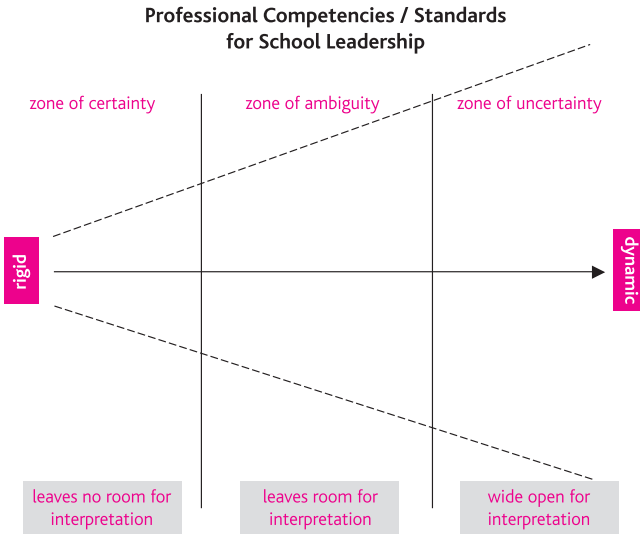


Figure 2: Room of interpretation in leadership competency standards

The room for interpretation may vary from country to country, depending on how rigidly the competency framework is structured. It can, however, also vary according to the range of the scope of the norm. Therefore, we can differentiate between zones of certainty in the continuum between rigid and dynamic understandings of leadership standards.

Example 1: Standards with no/little room for interpretation

- The school leader knows the school laws and applies them in his/her daily practice.
- The school leader arranges all matters regarding federal law.
- The school leader sees to it that all statutory provisions and instructions of supervisory school authorities are observed.
- The school leader ensures that official documents are followed and the order in school.
- The school leader arranges for a staff rota to be compiled for the supervision of students.
- The school leader reports perceived deficiencies to the supervisory authority of the school.
- The school leader decides on who is admitted to the school.
- The school leader decides on who has to repeat a class.
- The school leader ensures adherence to obligations relating to teachers' office hours.

The expected actions lie in a zone of certainty, which means it is clear what to set as a norm and what to expect in "measuring" the competency.

Here the standards are very descriptive and describe concrete practices

Example 2: Standards open for interpretation

- The school leader knows the techniques for effective and efficient management of staff meetings.
- The school leader monitors both the quality of teaching and pupils' learning performance periodically.
- The school leader sets an agenda for school-based curriculum work.
- The school leader sets measures within the framework of school autonomy.
- The school leader promotes professional advancement of teachers with a view to their actual work performance.
- The school leader guides the teachers, gives teachers appropriate instructions, eliminates mistakes and grievances if and when they occur or are raised, respectively.
- The school leader arranges an evaluation to find out if the school has reached the goals set in the school development plan.
- The school leader implements a school-specific remediation policy.

The expected actions lie in a zone of ambiguity, which means there are several ways of acting and, therefore, the norm has to be kept more dynamic because there are several options in what to expect in "measuring" the competence.

Example 3: Standards wide open for interpretation

- The school leader knows how to set activities towards a school culture which enhances learning both for teachers and students.
- The school leader is responsible for running the school and for maintaining a regular relationship between the school, the pupils, legal guardians and (at secondary vocational schools) other staff entrusted with teaching duties.
- The school leader is responsible for advising teachers on their teaching and their contribution to the education of the children.
- The school leader has to establish a strategic plan for staff requirements and personal development.
- The school leader sets activities for school improvement.

The expected actions lie in a zone of uncertainty, which means there are indefinite ways of acting and therefore the norm has to be kept very dynamic in what to expect when “measuring” competence.

Here the standards take the function of a framework or set of general principles (e.g. “the school leader sets the direction”).

CHAPTER 3

Methodology of the competency framework development

Tibor Baráth

- 3.1 The context of the competency framework development
- 3.2 The design of a demand-driven competency framework development
- 3.3 The process of developing a demand-driven competency framework
- 3.4 Measurability and comparability of competency expectations

While in the earlier research preceding the ICSL project the emphasis was on a quantitative approach relating to a particular commercial instrument, the RDA, in the course of this project the emphasis moved to a more qualitative approach (Denzin & Lincoln, 1994). Significantly, and importantly for the phenomenon being studied (school leader competencies), it was determined by the group that a grounded theory approach – “the discovery of theory from data” (Glaser & Strauss, 1967) should be the dominant modus operandi recognising that in the social sciences there is a tendency to utilise both qualitative and quantitative approaches as appropriate to the phenomena being studied.

The remainder of this chapter gives an overview about the methods applied in the process of developing the competency framework. We are going to present the method with which we gathered the characteristics that are important for successful leadership – the key knowledge, action and attitudes needed for the functioning of successful school leadership. Moreover, the process through which the competency framework was developed from the gathered data is described here.

This project builds on the work done in the previous project (*School Leadership for Effective Learning*). Thus, there will be in several cases reference to the publication “Improving School Leadership in Central Europe”. The references illustrate the continuity of the process of development, and help avoid any unnecessary repetition.

3.1 The context of the competency framework development

In the final publication of the previous project we presented the global changes which determine the characteristics of successful leadership and (to a great extent) the necessary competencies. This was achieved through examining the complexity of the 21st century context. Such features as the exponential rate of social and economic changes, the characteristics of a knowledge-based society and the changes in the interpretation and process of learning transform the relationship between education and the world of work.

A demand-driven approach to the project was maintained in order to build on the previous work with the relevant stakeholders which determined the expectations concerning leadership as described in the previous publication (Abari-Ibolya & Baráth, eds, 2010, 33-37).

The project fits well with international initiatives. Evidence for that is the formation of the European Policy Network of School Leadership (EPNoSL) in 2011 that was launched as a result of a call by the European Commission. Such a call, in itself,

demonstrates a recognition of the importance of school leadership. The EPNoSL functions as a network of partners aimed at stimulating discussion and reflection on the subject with a goal of facilitating policy articulation based on current trends in the network's member states. Great emphasis is placed on the preparation, the continuous development and the selection of school leaders. Since targeted leadership training or the professional selection of leaders presupposes the firm knowledge of competencies needed for successful leadership, the competency framework development in the ICSL project is clearly related to intentions similar to those above.

Another important reference point for ICSL is the OECD Skills Strategy (OECD, 2012), whose objectives and potential impact are relevant to the ICSL goals and its applied methodology. Firstly, the objective of the OECD strategy is to distinguish even more than before formal qualifications from real skills that people acquire and use and correspondingly focus more on the use and utilisation of skills. As a consequence, great importance was given to input coming from the world of work during the OECD skills strategy development. The demand-driven competency framework as applied in the ICSL project is in line with the above principles. Secondly, it is clear that the OECD Skills Strategy has an increasing effect on the processes of the European Union, reflected in the communiqué, "Rethinking skills"². This document will have a clear impact on the effective management of competencies in the future and will not leave the world of schools and school leadership intact.

3.2 The design of a demand-driven competency framework development

Maintaining and continuing a project built on real needs can be justified from several perspectives. Firstly, using the previous model allowed an efficient management of professional and other resources, as we could build on the experience and results of the previous project, the efficiency of the applied methods, the possible areas of leadership competencies, and national competency profiles developed (Abari-Ibolya & Barath, eds, 2010) when working out the design of the ICSL project. Secondly, during the implementation of the project *School Leadership for Effective Learning*, we were able to ascertain that the model was applicable. Furthermore, having examined other developments with similar objectives, we saw that, in many sectors, competencies have increasingly been determined based on the needs of the world of work. Finally, it is worth mentioning that one of the important characteristics of the OECD Skills

2. Rethinking Skills in Europe: http://ec.europa.eu/governance/impact/planned_ia/docs/2012_eac_014_rethinking_skills_en.pdf

Strategy is that it appreciates the demand (utilisation of skills) against the supply (skills development). This shift of emphasis in major international organisations justifies in itself the application of a corresponding demand-driven development model.

In the following section are summarised the main characteristics of our demand-driven project.

- a) The development of a competency framework describing a given profession or job (in our case that of a school leader) and the definition of expectations for practising this profession or job are built on selecting the target groups that uses the knowledge represented by this profession and involving them in the process of development. These target groups are employers, those influencing the job description, practitioners or trainers of future; practitioners know from experience what knowledge and know-how is necessary to be able to practise the profession successfully.
- b) The definition of competency expectations is built on dialogue and consensus of the target groups that use professional knowledge. The target groups listed in point a) obviously have different experiences and approaches concerning the profession. The practitioners of the profession can determine precisely in what and to what extent they have to have expertise in order to be efficient. The employers and those who influence the content of the profession can formulate what results they expect from practitioners, what their expectations are in terms of action and attitudes. Trainers, experts and consultants can judge how (with what methods) a future practitioner can be trained and prepared to acquire the expected knowledge or how a practitioner can be developed and how long it takes. The representatives of the target groups formulate their expectations necessary to practise the profession together building on the consensus that resulted from a common discussion and debate. This situation inspires the actors to argue for their viewpoints using facts and, at the same time, the consensus forces them to consider others' arguments. Therefore, decision-making integrates several viewpoints in a balanced way, which represents a consensus based on reality and focuses on the future.
- c) The definition of the competency expected is achieved by describing the actions and attitudes of the practitioners of the profession. Action is the manifestation of functioning competencies. Moreover, action may easily be described and observed. Thus, by reflection on action we may develop competencies. An action-based competency definition can easily be related to the effective and targeted use of competencies in a work context and to targeted improvement.
- d) Analysis of the relevant literature and the integration of the knowledge and

experience extracted from the literature constitute a key pillar of the project methodology design. Literature provided guidelines for content development, to structure the planned competency framework and on how to describe competencies.

e) Finally, a key element of the development model is measurability and comparability. As soon as we had the detailed description of the competencies, several questions arose naturally: To what extent do those preparing to learn the profession, those learning the profession or those practising the profession possess the competency set considered to be optimal? How does that change in time? What impact do the methods and processes aimed at developing competencies have on the development of the individual? To answer these questions we needed to apply both qualitative and quantitative forms of evaluation.

3.3 The process of developing a demand-driven competency framework

In the following sections, we present how the model described above in section 3.2 was applied, and also describe the stages and the results of the development. To define the competencies we gathered the expectations of the target groups during workshops. We then brought together the lists of expectations from the participating countries, structured them and thus created an international set of expectations. Building on this set, we defined the knowledge, skills and attitudes to be acquired by school leaders to meet the expectations. What follows is a more detailed account. We show this process through the description of the figure below. (Figure 3)

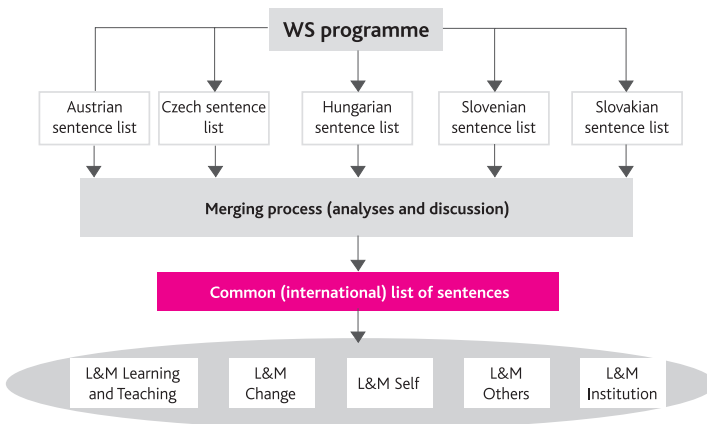


Figure 3: The flowchart of developing and clustering the demands towards school leaders

3.3.1 Identification of expectations (workshop)

The same process to gather the expectations related to school leadership was applied in each participating country.

Based on the experience and findings of the 2010 project, we specified the target groups (see paragraphs below) which were felt to have a significant stake in the effectiveness of the school leader. The demand-driven nature of the competency framework meant that in each participating country we invited actors who are directly or indirectly users of the school leader's knowledge. These target groups were the following:

- a) Active school leaders: those practising the profession and who are faced with strategic and daily challenges; for whom it is important that they possess the knowledge and know-how that make them successful in their job.
- b) Educational decision makers: those who can influence educational policy at a local or national level, and those who are responsible for the selection and appointment of school leaders; for whom it is important to be able to clearly formulate the expectations of school leaders.
- c) Teachers: those at whom the school leaders' leading is directed, those who realise the pedagogic objectives of a school in partnership with the leaders and in accordance with the frameworks set by the governance of the given country; for whom the characteristics of leadership (knowledge, expertise and intentions) constitute a factor influencing their own possibilities at work. Therefore, it is important for them what a successful leader is like in the 21st century.
- d) Besides the three main target groups listed above, we also invited (wherever it was possible) educational experts, organisational development consultants, who participate in the training or development of school leaders, and become thus concerned by defining and interpreting competencies since a competency framework can serve as the basis of effective and efficient training and development. Moreover, where it was possible, we invited parents who experience the quality of leadership through their children, and this experience allows them to formulate what they are satisfied with and what not, and also to formulate their needs, in the satisfaction of which leadership may play a role.

Based on their descriptions the expectations related to school leaders were established. The next step in defining the demand-driven competencies was to organise the workshops for the target groups, which were to reach common agreement on the

expectations through intense and deep debate. The stakeholders were asked to formulate their expectations according to their own perspective and role (leader, decision-maker etc.) by answering the question: “What makes a school leader successful in the 21st century?”

It was crucial to make it clear and it was accepted that, throughout the discussion, participants have to maintain the role and the viewpoint they were to represent. This situation encouraged participants to express their viewpoints, which could be different and contradictory to those of others. Moreover, the workshops were facilitated in such a way that participants could formulate their expectations in a realistic way and, at the same time, focus on the future. They also understood and accepted that the other’s opinion from a different perspective and/or role was just as relevant as their own.

The expectations formulated during the workshops did not refer to formal qualifications, but to the knowledge, activities and attitudes necessary for the job. This is in line with the approach of the OECD Skills Strategy, according to which the most important competencies are those that the employee, in our case the school leader, uses in their work. Thus, the fundamental question is how the competencies required for the job relate to the competencies actively used by the individual (OECD, 2012, 14).

The approach which underlines the efficient utilisation of competencies was reflected in the process by the way participants formulated their expectations of a successful leader. Indeed, they were not told to formulate their expectations using the definition of competency that we used for the purposes of the project (knowledge, skills and attitudes), but they described their knowledge, their typical activities, their way of thinking, their characteristic attitudes towards things, people and situations. All in all, they identified the characteristics of leaders’ behaviour and functioning.

In heterogeneous groups, the participants of the workshop discussed the characteristics of a successful school leader in the 21st century. As a result of the structured discussion, participants formulated a list of sentences based on their common agreement whose elements describe the functioning and behaviour, activities, typical attitudes (towards things, situations, ideas etc.) of a successful leader. At the end of the workshop participants weighted the expectations and highlighted the most important 20% of the list.

3.3.2 Developing and structuring the international expectations, defining competencies

The next phase of the development process was carried out by the project’s expert team in paired work, small group work and through continuous discussion building on the

results of the previous project, the description of competency expectations formulated in the workshops and the analysis of the literature. The final product is the result of a consensual decision-making of the whole team.

The expert team unified the sentence lists containing the expectations of the five countries and carried out content analysis. Each sentence was examined to determine if it defined clearly a behaviour, action, attitude, etc. All the sentences from the national workshops were then analysed for similarity of terms and meaning. Where sentences were identical, only one was used. The decisions taken about the sentences involved the whole expert group.

In the framework of the workshops and comparative research carried out in the 2010 *School Leadership for Effective Learning* project some areas and fields were determined that provided a framework for the definition of leadership competencies (Abari-Ibolya & Baráth, eds, 2010: 67-95). These competency areas were, however, redesigned in this project after having reanalysed the results of the previous project, taking into consideration the latest international literature and building on the content analysis of the sentence list. The expert team thus defined the following competency areas:

- a) Leading and Managing Learning and Teaching
- b) Leading and Managing Change
- c) Leading and Managing Self
- d) Leading and Managing Others
- e) Leading and Managing the Institution

Again, via a process of negotiation of several rounds among the experts, the sentences describing the competency expectations were then assigned to the above areas (each sentence was assigned to only one of the five areas). This process made it necessary to understand and clarify why a certain expectation should be assigned to this or that area. The outcome of the process was a clustered list of sentences within the areas a) to e). After clustering, a second content analysis was needed: the sentences describing the same expectation within an area and those that needed clarification were marked. The common agreement of the experts after a process of negotiation consisting of several rounds resulted in a reduced sentence list containing 251 sentences compared to the original of more than 500.

The last phase of the development process was to determine the competencies within each area along the three descriptors: knowledge, skills and attitudes (KSA). To avoid overlaps and duplications (the same knowledge, skill or attitude appearing

several times within an area) the sentences were first grouped within each area in terms of content and the definition of K, S, A was determined for groups of sentences. This phase was carried out in two steps. First, the experts agreed on the procedure and tested it in the framework of an expert workshop. Then, each area was assigned to a pair of experts (from different countries).

The following description of knowledge, skills and attitudes was used:

Knowledge = knowing what and where – propositional (and locational) knowledge – Starting with “he/she knows.../is informed about...”

Skills = knowing how to and applying self to that – procedural (and practical) knowledge – Starting with “is able to/is experienced in...”

Attitudes = values, dispositions and principles – personal (and psychodynamic framework) characteristics – Starting with “he/she accepts... /is committed to.../is open to.../considers important...”

The pilot phase of the process and the fine-tuning of the method provided guarantee that the original meaning of the sentences were kept while they were “translated” into skills, abilities and attitudes. Knowledge was explicitly defined in some cases, or it could be derived from the skills and attitudes (e.g. if a school leader should be able to define – together with the staff – the strategy for the school, s/he must know and understand the meaning of, for example, vision and mission).

The final step was again a comprehensive analysis of the structure, which aimed at eliminating any overlaps across the areas (e.g. the same knowledge, skill or attitude item appearing in more than one area) and at ensuring the coherence of the final structure. This last phase was equally a process of negotiation of several rounds and the outcome was based on a consensual decision-making. The process was necessarily “interpretative”. The above process made sure that all of the originally-formulated expectations are covered in the final competency framework and that a well-balanced, proportionate structure both among and within the areas was created.

3.3.3 Developing vignettes

Vignettes have a crucial role to make the leadership competencies clear and understandable. The competencies are structured in the five areas and are defined by their descriptors: knowledge, skills, attitudes (KSA). Although these elements or descriptors allow a very precise definition of competencies, they may seem artificial

and are difficult to relate to the everyday work of a school leader. Moreover, school leadership is not a series of separated competencies and the nuances between some are miniscule. The effectiveness of leadership is in how the combination of competencies is realised to achieve agreed goals. The expert team thus decided to complete the competency structure with vignettes that are mini case studies showing and reflecting how competencies work in a 'real' situation. The description of the competencies through KSA helps us define the competencies, while the vignettes provide possibilities to identify them. Competencies are complex constructions, so it is essential to be able to explore their constituent elements (through the system of KSA in our case), whereas the main reason for elaborating vignettes is to make transparent the active and dynamic relation of competencies to each other and to illustrate this complexity.

The vignette illustrates actions of individual people in a certain context and encompasses the complexity of a situation as it appears in real life (Schratz et al., 2012: 35). The writing of the vignettes was carried out by pairs of experts, and the sole intention was to show how the complex system of competencies appears in a concrete and real work situation, in which school leaders mobilise their relevant knowledge, take actions to realise aims, solve problems while they express their orientation to situations, issues, persons and groups etc. Therefore, the expert team did not define any criteria for the style and the form of the vignettes but incorporated the ideas of Erickson (1986) who emphasised that the vignette does not represent an original event.

He defines it thus: "The vignette is an abstraction; an analytic caricature (of a friendly sort) in which some details are sketched in and others are left out; some features are sharpened and heightened in their *portrayal*... and other features are softened, or left to merge with the background." (Erickson, 1986: 150).

He also defines the function of the vignette: "The vignette persuades the reader that things were in the setting as the author claims they were, because the sense of immediate presence captures the reader's attention, and because the concrete particulars of the events reported in the vignette instantiate the general analytic concepts (patterns of culture and social organization) the author is using to organize the research report." (op. cit.).

For the vignettes used by the team see the full competency framework in Chapter 4. The purpose of the vignettes and their development are specifically for illustrative purposes and to cause readers to reflect upon 'real' cases and to see the relationship between the situation and the relevant competencies which can be elicited from the framework. Vignettes may also be utilised for generating discussion and debate about situations and possible ways of responding to and resolving issues.

As part of the assurance process, components of the competency framework in their revised forms were also subject to review by the stakeholder groups who were responsible for the origination of the words and phrases relating to expectations and requirements of school leaders. This brings the grounded process full circle. This element and others related to the validity of the competency framework are discussed more fully in an ensuing chapter.

3.4 Measurability and comparability of competency expectations

In order to make a competency framework applicable to professional practice, the methodology of the measurability and the comparability of competency expectations must be considered. Measuring and comparing competency expectations may serve several purposes such as being able to:

- compare, contrast and analyse the expectations of different people and stakeholder groups
- compare, contrast and analyse the expectations of the same person/stakeholder at different moments (e.g. the expectations of a school leader at the beginning of her/his career and at a later stage)
- compare, contrast and analyse the expectations of different countries.

The presentation and analysis of existing approaches to measuring competencies exceed the purposes of this book. The expert team did, however, consider it important to illustrate how such a tool might be applied to translate the expressed expectations of competencies into data which could be measured and compared. Chapter 6 is thus dedicated to the presentation of an analysis carried out with the help of a specific commercial tool (the Role Diagrammatic Approach).

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CHAPTER 4

The Central5

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This chapter presents the competency framework that is the result of the joint work of five Central European countries in the project. The competency framework is based on investigation in which we asked school leaders about their views and their experience of managing and leading schools and stakeholders about their expectations and requirements of school leaders. It is divided into five sections each of which exemplifies one domain. Domains relate to specific areas of the school leaders' work and integrate competencies which we present in this material as knowledge, skills and attitudes. Knowledge in this competency framework includes facts, information, descriptions or skills acquired through school leadership education and training or experience. It can refer to the theoretical or the practical understanding of a subject. Knowledge can be explicit (as with the theoretical understanding of a subject) or implicit (as with practical skill or experience) and can be more or less formal or systematic. A skill in this competency framework is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. A skill is the ability that one possesses. General skills would include teamwork, time management, leadership and self-motivation. Specific skills are related to specific jobs, e.g. in school management. An attitude is positive or negative evaluation of people, objects, activities, ideas etc.; it is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour.

Preface to the Central5

Leadership is context-specific and we recognise that, in certain circumstances, the extent to which certain competencies may prevail over others may vary. We do, however, believe that the set of competencies within this framework does represent that which is required to lead and manage schools. There are many ways of analysing and representing the task of headship. This is one of them.

The framework demonstrates both the complexity and the simplicity of the role of the school leader. Simplicity is reflected in the definition of the five component areas of leadership and management upon which we had agreed: learning and teaching; change; self; others; the institution. These areas, however, are not completely distinct sets. The components then should be seen as representative of the interconnected complexity of the role of the school leader and of the attributes needed to perform this role.

When detailing knowledge, skills and attitudes, several overlaps might occur and the framework illustrates a complex system. In order to establish consistency, decisions

were taken as to which area a certain element (knowledge, skill, attitude) should belong. Where a competency appeared in more than one area originally, it has been modified to occur in the one area where it appears to fit best and is not repeated. This does not lessen the importance of its impact on other domains, it merely enables the framework to be less convoluted and repetitive. Thus, for example, general, overarching, personal characteristics, such as honesty and creativity, were clustered in “leading and managing self” even though in application these could well be related to several (or all of the) areas with specific references relating to the given area (for example, being creative in leading and managing the learning processes).

NB In all cases, we have tried to avoid ambiguity and to be as precise as possible in the language and terms used but recognise that alternative interpretation will, in some cases, be made.

The eight key competencies recognised by the European Commission – (EAC-2005-00005-00-00-EN-REV-00 (EN): communication in the mother tongue, communication in a foreign language, mathematical literacy and basic competences in science and technology, digital competence, learning-to-learn, interpersonal and civic competences, entrepreneurship and cultural expression) – are assumed and have not been further amplified or exemplified here.

NB Please note that in the lists of competencies below under each domain, the numbers against the statements are merely for referencing purposes, for example, Learning and Teaching K4 where K stands for a knowledge statement. The observant reader will also note that there is some grouping of ideas in the statements. This, too, is for assistance in conceptualisation and for purposes of professional discussion with and among school leaders.

Each area has the same structure: a short description summarises the themes the area covers, it is followed by five key descriptors which highlight the corner stones of the competencies, which in turn are detailed in a table including the three elements: knowledge, skills and attitudes. The list of competencies is followed by vignettes to illustrate how certain competencies are put in action. The scenes and situations depicted by the vignettes show how competencies are interwoven in a specific professional context. Just like visual illustrations for a theoretical article, vignettes intend to help comprehend and take in this complex system, and thus – just like illustrations – their style and their number may differ for the five areas. In fact it is possible to complete the framework by more vignettes any time when one decides to adapt and use it.

A Leading and Managing Learning and Teaching

The core purpose of schools is learning. The role of the school leader is to create a supportive learning environment and to ensure that the resources of the school are directed to that purpose. The effective leadership and management of learning of all members of the school and the establishment, maintenance and the development of a learning organisation are thus primary functions of the school leader as the leading professional.

Thus, the school leader should carry out the activities as outlined in the ensuing sentences. S/he should lead the process of values-centred learning and teaching. While establishing a safe and effective learning climate and processes for learning where high expectations are set, s/he sets a culture of learning and a climate of achievement for all. The highest quality of learning and teaching needs to be established, maintained and developed together with a systematic and rigorous system of monitoring, review and evaluation of the learning and teaching processes. The school leader needs to be active in ensuring that such exist and that reliable assessment systems are created/adopted and utilised. The school leader needs to model in her/his own practice the constant application of both established pedagogic and andragogic ideas and new trends and innovation in education. S/he should support and promote research and evidence-based approaches to teaching and learning (and, ideally, engage in such activity).

Key descriptors:

- School leaders ensure that learning and teaching lead to the improvement of student achievement.
- School leaders establish a culture of feedback and evaluation with a view to improvement.
- School leaders ensure that curricular activities meet the demands of all learners.
- School leaders critically engage teachers with (research) literature to improve their teaching.
- School leaders work towards achieving an inclusive learning environment.

Competencies:

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
<ol style="list-style-type: none"> 1. securely the concepts of both pedagogy and andragogy. 2. the concepts of school development and the learning organisation and relationship between them. 3. what a supportive learning environment is. 4. how to create a supportive learning environment. 5. the principles of individual, team and collaborative learning. 6. what is meant by quality learning processes. 7. models, methods and tools of quality assessment and development, and their cyclic relationship to each other. 8. system theory in the development of quality learning. 9. the models and techniques of monitoring and evaluation of learning on a regular basis. 10. the criteria for setting precise, achievable and measurable expectations for all. 11. the strategies needed to apply effective teaching and learning methods in practice. 12. what is meant by 'authentic teaching'. 13. which learning and teaching methods make the best contribution to staff and students' learning. 14. the principles of pedagogy and related legislation. 15. the context of the school and its members on learning and teaching. 16. the nature of an effective whole school core curriculum. 17. that each 'discipline' is socially constructed and has a particular function in helping humans make sense of the world in which they live. 18. that a theory of knowledge is highly effective in providing a rationale for curriculum development. 19. which are the key tools needed for curriculum development. 	<ol style="list-style-type: none"> 1. create a supportive learning environment. 2. communicate effectively her/his educational values regarding the importance of learning. 3. contribute to (and participate in) pedagogical training regularly. 4. teach effectively ensure that there is continuous school development to the development of the wider learning organisation. 5. identify teachers' learning needs. 6. evaluate the impact of teacher professional development. 7. set high expectations for self, teachers and students. 8. plan the processes of school development for learning. 9. develop a learning organisation through continuous school development. 10. inspire teachers and students to learn. 11. apply logic to the learning process, for example, /plan/do/control/act/evaluate. 12. select quality measures from a 'form follows function' perspective. 13. apply the findings from quality measurement to improve learning and teaching. 14. find suitable assessment methods for the development of learning. 15. apply systemic knowledge in educational quality development. 16. monitor and evaluate the learning processes and outcomes on a regular basis. 17. develop a quality learning and teaching development plan with short, medium and long-term perspectives. 18. set up precise, achievable and measurable expectations for different levels of attainment. 19. connect the principles of pedagogy and legislation to the process of education. 	<ol style="list-style-type: none"> 1. believes in a supportive learning environment. 2. views the school as a learning organisation. 3. considers important to be updated on the latest developments through reading, visiting conferences etc. 4. believes in continuous teacher professional development. 5. is responsive towards the on-going development of teaching. 6. is a role model for learning. 7. considers quality assurance from an educative perspective. 8. is responsive towards the on-going educational processes in quality assurance and development. 9. considers a systematic approach to be important. 10. recognises quality assurance and development as a tool for medium- and long-term improvement of learning results. 11. values monitoring and evaluation of learning and teaching. 12. expresses through her/his behaviour the importance of quality development of learning as an aspect of day-to-day management. 13. has and demonstrates a positive attitude towards learning. 14. has respect for the good work of teachers. 15. is authentic as a teacher, that is, "walks the talk". 16. values high ethical standards in teaching. 17. values education as a common good. 18. considers the legal context in which schools operate. 19. shows responsibility for the school curriculum. 20. conceives "curriculum" as a means to nurture the talents of and among learners. 21. respects the unique characteristics of the learners (abilities, interests, learning preferences). 22. believes in outcome-oriented curriculum design.



>>>	Knowledge	Skills	Attitudes
	S/he knows (and understands)	S/he is able to	S/he
		<ol style="list-style-type: none"> 20. apply learning and teaching methods among staff and students. 21. diagnose latest trends in education and connect them to pedagogy and legislation. 22. implement the principles of pedagogy and related legislation in her/his school. 23. identify and exploit the specific contextual factors of his/her school for the benefit of learners. 24. establish a whole school curriculum. 25. raise awareness for the necessity of a coherent curriculum in school. 26. cater for meaningful collaboration in curriculum development. 27. ensure that the curriculum is flexible enough to tap the potential of all learners. 28. establish a school curriculum with learning (outcomes) in mind. 29. organise professional learning communities who work on the curricula in and across the subject areas. 30. monitor the quality of the curricula and give feedback for development. 31. use every staff member's capabilities to the fullest to achieve the best outcomes for the learners. 32. seek and offer feedback about ways to improve results. 	<ol style="list-style-type: none"> 23. sees the curriculum as a plan from which students can learn well. 24. believes in curricula which foster both cognitive and affective growth in learners. 25. shows concern for controversial issues, values and beliefs. 26. is committed to leadership for learning in the whole curriculum.

Vignettes:

» *Ensuring curricular coherence*

In order to align the school-based curricula in the subject areas, Mrs Matthews, the school leader, has asked the curriculum team leaders to discuss the principles of their subject curricula in the different classes. The foreign language team leader presents the spiral build-up of the curriculum along the progression of grammar items to be learnt. The one for maths explains why the maths teachers cover certain areas of the national curriculum in some way and other. After the presentations Mrs Matthews was wondering why all subject representatives had argued from the perspectives of what they had to teach in their subject areas.

“This is what we are expected to do”, argues one. “This is what we learnt at university”, another one adds. “Honestly, I’m not surprised that quite a few of our students fail to pass the national exams where they have to grapple with complex and ambiguous issues and problems,” the school head points out. “What would you suggest?” somebody asks. “We should help students encounter, accept, and ultimately embrace challenge in learning,” Mrs Matthews responds. “And how do we get there?” another team leader asks. “I think we should first start with ourselves and to guide each other in understanding the key information, ideas and the fundamental skills of the disciplines. As a consequence, if the students do not experience these fundamental ideas themselves they will not master the core of the subjects. Our curricula should prepare them for a world in which knowledge expands and changes at a stunning pace.”

The school head perceives an atmosphere of curiosity in the room. “If we succeed in helping the young generation to understand the past in order to invent a future”, she continues, “and with this particular conceptualisation we should find ways to think about crafting our curricula.” “I never thought of the curriculum as the meeting point between the past and the future. I rather used it as an instrument to structure the learning packages for the students throughout their career in school...”, the maths’ teacher responds in surprise. “That means that the curriculum is a means to understand our heritage and we can use it as a springboard for constructing ways of thinking that are more contemporary and help the future generation to look more forward than the past allows...”, another added.

Suddenly, the atmosphere in the room felt differently, as if it had changed somehow.

» *Assuring quality development*

The school steering group meets to discuss the report of the recent self-evaluation which comprises the results of questionnaires answered by teachers, students and parents. The findings show strengths and weaknesses, among the latter particularly about students’ learning.

Mr Barren, the school head, shows great interest in this aspect and asks the teachers in the steering group what the reasons could be. The teachers argue that it was difficult to interpret the data. “We can’t judge these findings from a general perspective”, the English teacher points out, “since experiences in language acquisition are very different from learning maths”. A heated discussion arises about whether the students themselves would be able at all to assess their own learning.

“You are right,” Mr Barren interrupts, “learning is not visible, only its results are. To find out more about our students’ learning, we have to find a more participatory approach. I recently learnt about an interesting method called photo-evaluation. The

children have cameras and are asked, in groups, to take pictures of situations in school which are favourable for learning and which are not.”

He engages the steering group in a lively discussion about the feasibility of the photographic approach to evaluation and they agree to try it out with one class to familiarise themselves with the new idea.

» *Promoting innovation critically*

Mrs Schwarz came back from a conference where she was impressed by an innovative approach to enhance learning in schools, called CWT – Classroom Walkthrough, which a speaker from the USA had presented. It is a method used a lot by principals in the States to get a quick overview of the state of the art in teaching and learning at school from a systemic perspective.

Before she talks to her teachers she googles for background information and orders several books on CWT. She familiarizes herself with the philosophy behind it and studies research results about its effectiveness in use. Although the findings are very favourable, Mrs Schwarz is aware of the cultural bias towards American schools and the difficulty of a cross-cultural transfer.

The most difficult part will be to convince her teachers to accept the necessary five to seven minutes visits in their classrooms without notice, she thinks. This would remind them of the old inspection system, which fortunately was abandoned because of its out-datedness. Her short classroom visits did, however, have another goal, the pursuit of a vision to enhance student learning. She, therefore, decided to start working with her staff towards that vision for the school.

B Leading and Managing Change

The school leader needs to ensure the establishment of agreed values within the school. Visioning, developing a strategy for its implementation and clarifying the mission are key components of the role and function of the school leader. S/he needs to be capable of directing and working collaboratively towards the establishment and achievement of the agreed vision and communicating it effectively. S/he needs to be constant in the maintenance of a future orientation during the implementation phase. Setting goals and targets for her/himself and others in order to achieve the vision is central to effectiveness of the school leader. Thus, the school leader needs to understand change agency and how to overcome barriers to change. S/he needs to establish and be active in systems of monitoring, reviewing and evaluating. School leaders need to know how

to respond to internal self-evaluation and external forms of school evaluation. S/he needs to know how to deal with chaos and complexity. It is an essential requirement of school leaders that they keep themselves and others informed about new trends in education and in educational policies and practice. In order to determine direction and purpose and to maintain currency in action the school leader needs to engage in environmental scanning and sustainability (using a variety of analytic tools). School leaders need to be able to identify areas of potential improvement and school improvement and development possibilities. They need to ensure future orientation while developing and maintaining a transparent learning culture.

Key descriptors:

- School leaders communicate the vision for the school's future which is based on shared values and aimed at improving current practice and student achievement.
- School leaders pursue a strategic approach in their daily activities by offering manageable steps to everybody to fulfil the goals set by the school.
- School leaders act strategically in pursuing their school's goals and understand and are able to respond constructively to the challenges involved in the process of change.
- School leaders create an environment which is open to change and establish constructive relationships with the actors involved.
- School leaders share their leadership with other staff and build improvement on the deserved trust in their own and others' capabilities.

Competencies:

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
<ol style="list-style-type: none"> 1. the values of the organisation (and the community). 2. the principles, purposes and practice of environmental scanning to maintain good relationships with all partners of the organisation and for development of the community. 3. new trends in education. 4. the strengths and weaknesses (areas for development) of the school. 5. risk and risk management. 6. the consequences of change. 7. the principles and practices of effective management of change. 	<ol style="list-style-type: none"> 1. observe (and interpret) economic and social processes and trends, and is able to adapt the institutional strategy accordingly. 2. manage change (effectively at all stages: normative, strategic, tactical and operational). 3. plan and evaluate effectively the change process. 4. initiate the regular monitoring and evaluation of the strategy. 5. examine evaluations for validity and reliability. 6. review and evaluate development for continued improvement. 	<ol style="list-style-type: none"> 1. always keeps the interests of the school in mind in his/her public activities. 2. considers it important to think in a long-term perspective and to act accordingly. 3. is responsive to perception(s). 4. believes in sustainability and demonstrates it with her/his sustainable thinking and works for sustainability (at both the school and the community level). 5. has confidence in the value of the agreed goals.

» »	Knowledge	Skills	Attitudes
	S/he knows (and understands)	S/he is able to	S/he
	<ul style="list-style-type: none"> 8. strategic development. 9. the need to develop specific goals (and to set clear targets). 10. the need to continue to evaluate and re-evaluate goals during implementation. 	<ul style="list-style-type: none"> 7. create and develop the school as an open organization, which is welcoming to the community in which it resides. 8. create an active (action-oriented) environment for accomplishment of the school vision. 9. initiate change and innovation. 10. articulate a clearly-defined vision identification and retain the essence of the vision in his/her decisions and actions. 11. create vision, setting goals and developmental strategy. 12. is able to lead people towards goals convincingly. 13. link the goals with the values of the organisation. 14. realise interest for implementing education policy and innovations. 15. be actively involved in solving problems and in performing tasks. 16. create and maintain good relationships with all parties (even in difficult situations). 17. delegate and define appropriate tasks and activities for all stakeholders. 18. involve every interested party in creating the institutional strategy. 19. identify strengths and weaknesses (areas for school development). 20. present strategy of the school persuasively. 21. receive and give information responsibly and professionally. 	<ul style="list-style-type: none"> 6. believes (and acts upon the belief) that her/his activities conducted for the colleagues should be, by and large, clearly visible and transparent. 7. advocates transparency in decision-making. 8. takes responsibility for creating and maintaining an open and encouraging school climate in relation to change. 9. is willing to try new things. 10. is tenacious and considers important that his/her objectives – regarding change and innovation – are clearly visible. 11. considers it important and endeavours to act responsibly in relation to all resources and goals.

Vignettes:

» *Planning for a paradigm shift (with italicised competences)*

The school leader had read the latest research and international reports indicating trends in education and relative status of educational achievement of students within the state compared to other states. Recognising a need to change the paradigm from a focus on didactic teaching to one of facilitated learning, the school leader recognised the need for her own role to change from one of merely managing the resources of the school to that of becoming the school’s pedagogic leading leader. She knew the change would be challenging in the short-term but following convincing research findings

that the impact would be *long-term* gains for all concerned determined to follow that route. She was also *confident* in the change in the goals of a new set of *values* and was *willing to try new approaches* to achieve success for the students and a consequent growth in the *community's confidence in the school*.

She knew well that while the change needed to be executed with alacrity/speed, she would have to convince teachers and the community that such an innovation would be valuable to all. Students who were leaving her school and moving to the upper secondary school were a target group with whom she had carried out some primary research about the strengths (and areas for development) of the school. She talked the idea through with the founding body and representatives of the governing body and gained their approval in principle. They were most convinced by the idea that the school would potentially become the best in the city/region/state. At a meeting of all staff, she then introduced the idea to the whole staff as a long-term implementable project but with finite starting dates. She had wisely had some initial talks with her lead teachers and subject specialists and gained allies (and potential volunteers) for the initiative. She then asked for volunteers to pilot the scheme in six subjects and after one semester to evaluate the outcome in terms of student achievement and enjoyment. She had set aside part of the budget (resources) to carry this out under an approved state-recognised item – innovation – which would also provide the necessary and teacher-oriented professional development.

By being scrupulous in her planning, *creating the climate for change* and investing her time in preparing the ground the school leader enabled the project to be successful. She was an active participant not only in *monitoring and evaluation* but also with regular development meetings which provided a strong cohort of committed teachers and a firm base for dissemination and institutionalisation of the initiative in which she, as school leader, *had openly demonstrated commitment and confidence*. The work continues to this day and the school's achievements are recognised as exemplary practice in the field of student-focused learning.

» *Introducing practical mathematics to the elementary school. (without italicised competencies)*

After attending with his deputy an international conference on teacher education being held in the capital and attending a seminar/workshop on raising achievement in mathematics through practical activity, the school leader was convinced by the arguments presented and by the knowledge and achievement of the students who presented with their teacher and with a university teacher at the workshop. The deputy was also the principal teacher of mathematics in the school and, while children

learned things in a traditional way, their security when asked problems presented in a different way than in the textbooks had led to a lack of achievement in international comparative tests.

The school leader had always believed in the importance of practice and consequent learning from experience and here he saw a way of ensuring that the students in his school would be able to learn not only from the textbook, particularly in the early stages of concept development. He had himself when a young man taken apart a car engine and successfully put it together again without studying the theories around the internal combustion engine. His own interest in ways of learning had led him to have studied as part of a doctoral study the latest trends from home and abroad for example, different forms of intelligences, neural networking, whole body learning.

During a four-hours long train journey as they returned to their town, he investigated with his deputy the opportunities to change practice in the school. He realised the need to gain additional resources and viewed potential sponsorship as an option as well as making the most of existing resources. He recognised, too, that many of his teachers would need support in reconceptualising mathematics' education. At that moment, he resolved to establish a mathematics' fund and to invite parents (and others as sponsors) to contribute and to explore the potential of funding from the European Social Fund. He would make use of the workshop activities as a lever for gaining parental support.

C Leading and Managing Self

The school leader needs to be able to maintain her/his motivation for professional action. S/he needs to be able to understand the ethical and moral dimensions of the role and act accordingly. Knowledge of the personal characteristics of successful leaders may assist school leaders in their own development. S/he needs to be effective in communicating via all media. Such characteristics as optimism, responsibility, reliability, a clear understanding of accountability, (evidence-based) decision-making skills, entrepreneurship, determination, responsiveness, being consistent in one's work with others; autonomy, consciousness, authenticity, creativity; political awareness have been found in successful school leadership. Personal self-evaluation, knowing oneself – one's strengths and areas for personal and professional development (together with a capacity for critical self-reflection) enables school leaders to use appropriate means of managing delegation and distribution of leadership. School leaders also need to be able to manage their own stress.

Key descriptors:

- School leaders critically reflect upon their personality, behaviour and actions, and (when necessary) revise their decisions. (Self-reflection and self-evaluation)
- School leaders continuously improve their interpersonal strengths and seek to overcome weaknesses. (Interpersonal development)
- School leaders keep up-to-date professional knowledge and strengths to be able to set up and reach the vision and goals of the school. (Professional – leadership and managerial development)
- School leaders recognise moral and ethical stances in relation to education, keep professional ethics and accept their responsibility. (Ethical and moral development)
- School leaders communicate effectively and show deep commitment to the education and development of students, teachers and themselves. (Effective communication and commitment)

Competencies:

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
<ol style="list-style-type: none"> 1. and keeps abreast of the latest pedagogical and methodological developments. 2. at least one foreign language. 3. ICT technologies. 4. own personal, interpersonal and professional strengths. 5. own areas for personal professional development. 6. own areas for interpersonal development. 7. what causes her/his own disequilibrium. 8. strengths and limitations of own style of leadership. 9. own moral and ethical stances in relation to education. 10. models and tools of professional self-evaluation. 11. different models, styles of leadership. 12. the importance of being and up-to-date in professional issues when teaching and teacher/school leader development. 	<ol style="list-style-type: none"> 1. keep her/himself up-to-date with pedagogic practice. 2. manage and lead her/himself well to achieve professional goals. 3. manage own success in a sustainable way. 4. advocate and present his ideas and values. 5. exercise the interests of the school in an assertive way. 6. make responsible, deliberate, far-sighted and consistent decisions. 7. acknowledge errors and correct or amend her/ his own decisions. 8. acknowledge errors as part of own learning. 9. reflect on the work of and learn from different actors in the educational arena. 10. react flexibly to a changing situation. 11. recognise whether issues are convergent or divergent. 12. manage his/her own energy. 13. can deal with personal stress and not be occupied with working problems in his/her own free time. 14. keep up-to-date with phenomena happening outside education. 15. take personal initiative. 16. be creative. 	<ol style="list-style-type: none"> 1. represents the values of the institution in an exemplary way. 2. is a good role model. 3. models diligence. 4. takes responsibility for professional development of self. 5. maintains physical and mental endurance. 6. is benevolent. 7. is capable of generosity. 8. is authentic. 9. believes in trust. 10. is coherent and consistent in her/his actions and statements. 11. likes his/her profession, his/her role. 12. thinks carefully about personal professional direction. 13. is prepared to examine personal and professional values when challenged. 14. is honest. 15. treats other people in accord with “human” values. 16. has a stable and transparent Code of Ethics. 17. is trustworthy. 18. presents loyalty to school where managing. 19. recognises the value of professional interaction. 20. has a pragmatic stance.

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
	17. work as part of the team. 18. listen objectively to the views of others. 19. distinguish between benefits and dis-benefits. 20. think analytically. 21. reconcile the given, the desirable and the possible. 22. accept appreciation from others. 23. perceive a problem as a challenge. 24. keep to the rules of etiquette. 25. take responsibility for her/his own actions. 26. differentiate between leadership and teaching abilities. 27. constantly develop her/his own leadership competences. 28. carry out self-evaluation. 29. elaborate goals for her/himself aiming to improve her/his leadership capacities. 30. analyse her/his actions and the realised outcomes from an ethical and moral point of view. 31. establish consonance between her/his principles and practice.	21. considers it important to use her/his positional authority in an appropriate way. 22. recognises and accepts her/his accountability. 23. is open-minded with a positive approach. 24. is optimistic, knowing from practical experience that things are possible. 25. considers positive outcome problem resolution important. 26. endeavours to perform her/his tasks without excuses. 27. is compassionate. 28. behaves empathically. 29. is not ambitious at all costs. 30. shows courage. 31. considers risks as a challenge. 32. takes an unbiased stance. 33. is entrepreneurial. 34. has a sense of the situation. 35. views difference as an opportunity. 36. endeavours to be optimistic.

Vignette:

» *Self-reflection and development*

After one year in service, as school leader John asks himself what he has learned and what progress he has made in his teaching and management competencies. He has learned a lot about all the administrative matters concerning the management of the school. Together, with the school’s deputies and administration staff, they had formed a team that was able to react to day-to-day situations. The national school legislation still expects school leaders to take part in compulsory management education and training therefore he had applied and had attended several lessons. There were many topics in the programme list but, for him, the most interesting one was “How to plan and realise self-development when being in the position of a school director”. He listened carefully and minute by minute he was losing confidence in those who presented ideas and recommendations as executable in real school life.

He had limited experience in personal diagnostic that is given to company managers in selection processes. Until the moment of this lesson, nobody has asked

him to realise self-reflection on the job and all related activities. Quite surprisingly, the first assignment he had obtained was to create a very simple SWOT analysis, based on self-reflection in terms of strengths, weaknesses, opportunities and threats. This situation was completely new for him. But, after several days of thinking, he was able to complete a simple SWOT analysis sheet. The first product surprised him in many ways. There were too many notes about his strengths and threats, but only a few notes concerning his weaknesses and opportunities. Discussion of school leaders in the training session about their SWOTs indicated him that he was partially wrong. Many of them, especially the older ones, balance their strengths and weaknesses and also opportunities and threats. He had obtained the feedback that he was too optimistic and was asked to make his SWOT more realistic. Some colleagues advised him to ask teachers in school on their view of his competencies to manage the school and to lead people. John got answers that surprised him and were simple, clear and suited him too much.

For the first time in his life he heard that he communicated ineffectively with people, especially teachers and spent more time in discussions that do not lead to a decision. Furthermore, he prefers some teachers and staff members in daily communication. He also learned that teachers are expected to have more and deeper specific discussions about actual school problems but they wanted to work and learn more co-operatively. Some people reflected on his inability to solve a conflict situation in time, sensitively and effectively. Deputies and subject leaders suggested that he should delegate more power and authority to be able to make flexible decisions on time and without delay. His leadership style was seen as autocratic with very little space for the ideas of others. Moreover, the support given to individuals and teams was not ranked high. All other information he received was valuable and, under such pressure, he decided to change something in his managerial and leadership style. His motivation to manage the school and lead people was low. He also considered resignation as school leader.

At the next lesson of his managerial training he was asked to prepare his personal development plan with emphasis on his managerial and leadership competencies in relation to school development. To do this he needed to return to his self-reflection, SWOT and feedback. His first idea was to plan further training in special managerial courses, but the school budget was not sufficient enough to do it. He needed to find other ways to realise self-development in order to be a competent manager and leader. He decided to ask his management trainer for help. He recommended various possibilities to develop missing competencies. The first was to exploit more management education and training which he attended and in which he participated more actively. The next was self-education in selected areas of management and leadership. He recommended

John to visit other schools and to have discussion and consultancy with school leader colleagues. A pursuant suggestion was to study informally in selected areas of his interest. When solving problems at school, he saw co-operative learning as efficient and effective. The trainer suggested that he ask for coaching by a senior teacher, deputy or school leader from other schools. Best practice, it was suggested, is to write self-reflection reports, especially after critical incidents and conflict situations related to school management and leadership. He also recommended him to use the competency framework described in professional standards for school leaders for self-analysis and planning his personal development. Taking into account his available time, he decided to plan regular meetings with senior colleagues at school and to use the services of a professional school coach to improve his communication skills, especially early identification of conflict and problem-solving. This plan was set up for the period of the next half-year and consisted of monthly meetings with teachers which were followed by coaching sessions to support his self-reflection and competency development.

D Leading and Managing Others

The school leader needs to know how to inspire others to high achievement (to be the best they can be with reflection and reflexivity), and how to use school self-evaluation. Knowledge of human resource development and management (selection, recruitment, induction, monitoring and appraisal/evaluation) is essential for school leaders. To attain the goals of the school they need to know how to use teams and how to build them. They need to maintain the highest ethical and moral approaches in the management of others. Knowledge and application of social justice will assist school leaders in building personal and professional relationships. S/he must act within the principles of equality and equality of opportunity. In managing others, school leaders need to communicate effectively with others, give timely feedback and be able to initiate and promote discussion and good practice. To ameliorate the potential for community and political support the school leader needs to be able to establish and maintain effective partnership. Schools which are active in the community gain more support. The school leader needs to know and understand how to establish conditions to reduce the stress of others. S/he needs to know how to manage conflict situations and how to reduce their occurrence. S/he needs to know what and how to delegate and needs to understand and know how to implement the concept of distributed leadership.

Key descriptors:

- School leaders inspire, motivate and encourage school staff and students and promote their positive approach to challenges in education. (Inspirational leadership)
- School leaders create, co-ordinate and participate on effective team working based on various form of shared/distributed leadership. (Team-building and distributed leadership)
- School leaders ensure professional development of people based on recognition of needs and requirements of the staff, school and stakeholders. (Professional development)
- School leaders make decisions, solve problems and manage conflicts (recognising others’ considerations and different social and cultural (diversity) viewpoints. (Communication and shared decision making)
- School leaders develop a positive climate and culture supportive of knowledge-sharing and reaching common goals keeping moral and ethical stances in leading others. (School climate and moral aspects)

Competencies:

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
<ol style="list-style-type: none"> 1. the meaning of “best practice” and the ways to share it with others. 2. motivation theories and techniques. 3. the importance of motivation and commitment among her/his colleagues in achieving goals. 4. Human Resource (HR) models, selection and recruitment procedures, techniques for monitoring performance and staff evaluation. 5. team roles; is familiar with various structures of division of tasks and responsibilities within a team. 6. the legislation related to labour and the school. 7. the relationship to and the impact of HRM on the school climate. 8. the characteristics of social stratification. 9. the profiles of the school graduate. 10. the needs and interest of different stakeholders. 11. personnel Review & Management theories and techniques. 12. models and techniques of problem resolution and conflict management 	<ol style="list-style-type: none"> 1. choose, adapt, apply and share techniques of “best practice”. 2. identify the motivation bases of co-workers, and apply relevant methods to inspire them in achieving both personal and organisational goals. 3. provide support for the personal development of her/his colleagues. 4. make workable complex HR processes – from selection to the retirement. 5. establish an inspiring work climate. 6. assess the potential and performance of staff members, and set them realistic tasks. 7. create an effective team(s), and act either as a member or a leader of a team. 8. demonstrate respect for the personality and views of each staff member. 9. notice and have consideration for the physical and mental welfare of colleagues. 10. recognise the needs of stakeholders and uphold them. 11. adjust her/his communication, ways of behaviour to different audiences. 	<ol style="list-style-type: none"> 1. is committed to develop the personal capability of the co-workers. 2. considers important the existence of the motivation and inspiring work environment. 3. considers decisions predominantly from the point of view of common goals and benefits. 4. is open to share his/her knowledge and experience with others. 5. is socially sensitive. 6. is committed to represent the interest of the school. 7. considers very important high level partnerships with the stakeholders. 8. respects the labour market for which the school prepares the pupils/ students. 9. considers it important to identify and to solve problems and to resolve conflicts. 10. considers both professional and moral aspects in solving problems and resolving conflicts. 11. keeps a professional distance (remains objective) from the evaluated/solved conflict situations.

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
13. the legal and ethical rights and responsibilities of the staff, pupils/ students and specific stakeholder groups. 14. the importance of principles in relation to specific stakeholders' groups and working of school. 15. principles of management of differences. 16. communication models and techniques. 17. how to lead discussions and meetings. 18. the principles of time management. 19. different leadership models and styles. 20. various structures of dividing rights and duties. 21. what skills and abilities are needed for specific roles and positional performance. 22. structure of school climate and culture, and the ways for their development.	12. communicate and lead discussion effectively. 13. establish and maintain good relations in- and outside of the school. 14. select and apply appropriate problem and conflict management models and tools. 15. take a logical and critical view on the issues discussed. 16. deal with differences, and be just and fair to different groups. 17. apply communication models, tools and techniques 18. create opportunities and conditions for effective discussions. 19. delegate power and responsibility. 20. promote individual responsibility and personal involvement in school leadership. 21. is able to inspire people and promote their positive approach to challenges.	12. considers the importance of values in the life of human beings and organisations. 13. accepts others as equal partners. 14. accepts the right of others to express different opinions. 15. respects and supports decisions made by the authorised staff members. 16. believes in human potential. 17. is open to critique and different opinions. 18. is oriented to strengths and positivity.

Vignette:

» Is Mrs. Smith leading Mr Taylor or is she led by the school leader? – An example of different ways of leading

Mrs Smith was really upset. It cannot go on like this. What does Taylor think! He always disregards recommendations from meetings, he does what he pleases, ignores activities and efforts of others. Mrs Smith was really tired of it. It is true that she was the person responsible for organising the Christmas party for parents, but nobody can work like this. Let the school leader deal with this. Either he should make Taylor get his act together or he should make him responsible for organising and arranging the entire event instead of her. He should be the one carrying the responsibility and blame if the entire Christmas party ends up being a disaster.

In this state of mind, Mrs Smith was resolutely approaching the school leader's office. She imagined standing in front of him and dishing it all on his table. She knocked purposefully, did not even wait for the answer and entered immediately. On top of entering without waiting, she also launched on the school leader without any greeting or introduction: "Mister director, I cannot work like this. If you don't do

anything with Taylor, the party will be a huge disaster. It's impossible to work with him! He doesn't do things that we agree on, and brings chaos to everything. I cannot even imagine how the party will turn out. We have agreed on what needs to be rehearsed with the kids for the performance so that it has the proper atmosphere. But you should see his crazy ideas and things he does with the kids. It's all one big disaster and if I tell him anything, it might just as well be spitting into the wind."

Mrs Smith was unstoppable in her speech. But she noticed that the school leader stopped fumbling with the papers on the table right after her first sentence. He leaned against the chair backrest and watched very attentively as she was marching up and down in his office and complaining about Taylor and the whole situation. He did not interrupt nor ask anything. It was clear to her that he was aware that had to intervene and handle the situation with Taylor. So when she was done, she stood facing him and as she was awaiting his decision regarding the solution in the matter, she fixed her gaze on him. And then the headmaster uttered his verdict: "You have made yourself amazingly upset but your energy is volcanic. Such exuberance! Phenomenal!"

It was only a fraction of a second during which she stared at him and could not believe what she had just heard. Right after that she burst into laughter and the director smiled as well. She cooled down. She understood, you shouldn't deal with everything right away. Every situation should be approached with a calm mind. Of course, she will deal with Taylor and the organisation of the Christmas party calmly and on her own. They will sit down together, avoid unnecessary emotions, and discuss everything point by point. She does not need anybody else to deal with this. Just as the school leader had to deal with her and her anger, she must deal in the same way with Taylor and his insubordination in assigned tasks. Let him also speak his mind and they will take it from there. She will respond based on what she hears from him. Under her leadership, they should work together and organise a pleasant evening for parents in the time before Christmas.

E Leading and Managing the Institution

In order to further the goals of the school, key functions and responsibilities of the role of school leader are: to ensure that all operations within the legal competence of the school leader are carried out effectively and efficiently and that all school-related administrative matters are managed to effective (and efficient) completion. The school leader needs to manage effectively her/his professional time and to monitor the efficiency of others engaged in the day-to-day management of the school. The management of the plant (buildings and land) in order that the school functions effectively is a key competence of the school leader. The school leader has to ensure the efficient and effective management of school finances to achieve the goals of the school. S/he has to manage the effective deployment and management of personnel. S/he has to manage meetings and the flow of information effectively. The school leader has to manage her/his diary to be able to prioritise (and maintain her/his sanity). S/he needs to establish and maintain efficient, economical and effective administrative systems and to know how to delegate authority and how to analyse tasks. It is essential that the school leader interacts effectively with external partners and is able to work with systems within the community, region, inspection services and the ministry of education.

Key descriptors:

- School leaders analyse and handle effectively the school's institutional resources including financial, human, technological, physical etc. in compliance with legal requirements.
- School leaders care about the public image of the school and act to maintain a positive public image.
- School leaders ensure effective management of time and other resources.
- School leaders channel and manage processes in a transparent way ensuring they stay within the guidelines of the system.
- School leaders establish communication that engages internal and external partners.

Competencies:

Knowledge	Skills	Attitudes
S/he knows (and understands)	S/he is able to	S/he
<ol style="list-style-type: none"> 1. different techniques of disseminating information. 2. financial conditions (the available budget). 3. legislation concerning budgetary use and its impact. 4. the institutional resource needs (equipment, renovation etc.). 5. a variety of funding sources. 6. techniques of time-management (e.g. scheduling). 7. the administrative system/ guidelines. 8. the direction and structural components of the institution. 9. all the actors, persons who are involved in the management of the institution. 10. what the responsibilities and scope/ power of each actor are according to the legislation. 11. the impact of community involvement and the social context. 12. the structure and the potential of the local community. 13. to whom s/he is accountable and for what. 14. who the target “customers” are/what is the institution’s target group 15. various communication tools/ channels (printed, electronic media, social media etc.). 16. the impact of effective marketing. 	<ol style="list-style-type: none"> 1. transfer information in a clear way. 2. manage the flow of information – promptly. 3. address relevant information in a targeted way (to the right people). 4. make the organisational structure visible and transparent. 5. access funding through networking proactively, generate income. 6. analyse the financial situation: recognise needs (financial) and identify where resources have to be spent to achieve the school’s goals. 7. access and use a variety of funding routes/resources. 8. handle a budget effectively, that is to stay in credit or break even and to allocate according to agreed priorities. 9. deal with numbers, figures, statistics etc. 10. organise and distribute the tasks relating to the institution effectively. 11. estimate the duration of tasks. 12. channel and manage processes. 13. assess how long tasks take. 14. organise tasks in importance and priority. 15. organise meetings in timeslots. 16. assess and react promptly to situations. 17. see/recognise potential connections and assess related risks. 18. recognise/see the resources a certain partner might bring. 19. see the institution within its social context. 20. establish positive relationships easily. 21. recognise potential partners. 22. select relevant information for a certain target group. 23. identify the appropriate communication tool for a given target group. 24. use communication tools/channels (ICT) effectively to achieve school goals. 25. identify what is in the interest of the school. 	<ol style="list-style-type: none"> 1. open to flexible solutions concerning institutional leadership and management. 2. is committed to rules and regulations. 3. accepts that not all control is in her/ his hands nor is it necessary. 4. has a responsible approach in all aspects of institutional management. 5. endeavours to be resilient. 6. endeavours to be systematic. 7. is committed to school’s goals and is goal-oriented. 8. endeavours to be precise. 9. considers responsiveness important and acts considerately. 10. considers maintaining a relationship important. 11. open to involving social partners. 12. considers the school as a service provider. 13. is committed to community development. 14. considers the institution’s public image to be important. 15. is committed to the institution. 16. is open to what new technologies offer regarding communication and more effective management systems.

Vignettes:

» *Parental involvement*

The staff of the primary school of a small village with a lot of disadvantaged children are discussing how harmony could be established between the two main educational arenas: the school and the family.

Principal: "Education of the children is a common goal of the school and of the family, what could be done to ensure harmony between these two elements?"

Teacher 1: "The relationship between teachers and parents should be based on mutual trust, honesty, respect and understanding."

Teacher 2: "Actually, there are three actors here: pupil, parent and teacher. This triangle should co-exist in harmony."

Principal: "Could this co-existence become co-operation?"

Teacher 3: "Do you mean that parents could also play an active role somehow?"

Teacher 2: "Well, we provide a service for them, so they have the right to shape it."

Teacher 1: "Well, if our school was open for parents and they could support actively the learning process then mutual trust and understanding would certainly be reinforced. But in what way can they contribute to the learning process?"

Principal: "So, you say that parents use our service, can be facilitators of the teaching and learning process and could actually be actors in the school's public life. That makes three important roles parents appear in."

Starting from the above-established principles, the staff developed their "Programme for Dialogue Between Generations" – a complex programme for involving the parents in the school's life which contained (among others) the following elements:

- open days when parents are invited to observe the lessons and afternoon school activities;
- "Dialogue Between Generations" day when parents and pupils work and learn together; collecting information about the world together (co-operative techniques to improve social competencies);
- parents can show/present their own profession/trade/knowledge to the class (in the framework of a common learning activity);

» *Ensuring good flow of information*

In primary school ,A', the school leader wanted to make sure that parents always get the latest news about school events, schedules etc. so that they could follow them and plan accordingly. This is how a parent explains the idea: "Adequate and up-to-date.

There is a homepage we can use with a plan for the school year. We are informed about planned events, about holidays and parent conference days. Parents who don't use the internet get the information via reporting/message book. One week before the event takes place we get notification."

The same school leader established very simple but effective tools to gather and share information between teachers. One of the teachers explains, "We have a book called 'Runner' in our conference room in which we – the teachers – write all the important information that concern everyone. We regularly check this book and if needed inform our students. There is also a calendar and daily agenda included in the Runner where the school leader marks the important dates, which is very helpful for disorganised teachers like me. We also get information in staff meetings or sometimes in urgent cases there is a 'messenger' who brings a note to the classroom."

CHAPTER 5

Coherence and validity

Tibor Baráth, Glynn Kirkham, Alena Hašková

- 5.1 A qualitative measure – analysis of the validity of the research process and its findings
- 5.2 The quantitative method – analysis of the coherence of the input and output of competency framework
- 5.3 Findings of consistency with other research and competency frameworks

In this chapter the validity of the Central European research process (2010–2012) which was aimed at the identification of the competencies desirable for school leaders in the 21st century is examined and consequent results together with consistency of the Central European findings with comparative frameworks are presented.

In any research involving data collection the level of the validity of the outcome should be examined to assure the researcher(s) and the readers of the research of the rigorous nature of the undertaking. Their importance is highlighted in many texts (inter alia, Hammersley, 1992; Muraskin, 1993; Huitt et al., 2001; Brookhart, 2011).

A demand-driven approach to identify and develop the competency framework for school leaders was applied. The final product (the Central5 with the detailed description of the Knowledge, Skills and Attitudes – KSA) mirrors clearly those attributes of school leaders, which arose in the national workshops. Thus, the Central5 is valid if it retains the thoughts, the ideas, and the concrete requirements that were defined by the participants of our workshops. Validity, here, concerns the outcome; the coherence deals with the process. The coherence of the process ensures that the essence of the statements were maintained while the competencies were interpreted and re-formulated step-by-step in order to achieve the final descriptors of the KSA in the five domains.

When carrying out research, applying tools (e.g. a questionnaire) statistical methods may be used for assessing the reliability of the tool. In our case there was no such tool. It is, however, possible to analyse the workshop programmes, for example, those questions which were used to stimulate the discussion among the participants which asked whether they actually refer to the actual activities at the heart of the school leaders' work in the 21st century.

When examining whether and to what extent the findings – the detailed description of the competencies (see Chapter 4) – mirror mostly similar requirements to those identified during the national workshops it was necessary to find a reliable assessment tool.

It was hypothesised that the final description of the demand-driven competency framework – the list of knowledge and understanding, skills and attitudes – might represent the same expectations of school leaders as the common list of statements based on the results of the national workshops. To test the hypothesis a well-defined method was needed.

5.1 A qualitative measure – analysis of the validity of the research process and its findings

In examining the validity of the final list of the school leaders' competencies – those expectations or requirements which are represented by the sentences of the Central5 – we should examine step-by-step the change of the textual content. Thus, the main methods applied were the textual analyses and the experts' discussions to establish a firm base for agreement by the whole expert group as described in the methodology (Chapter 3). (See Figure 4)

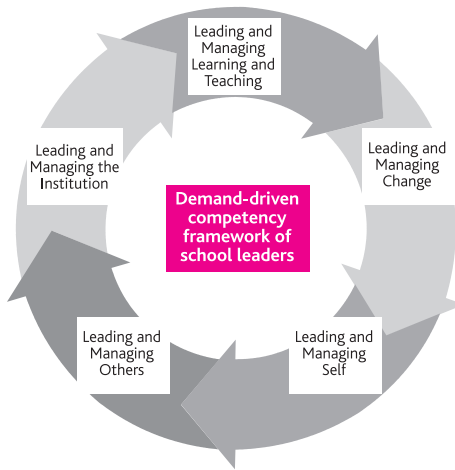


Figure 4: The interrelated areas of the competency framework

5.2 The quantitative method – analysis of the coherence of the input and output of competency framework

The competency framework belongs to the family of the competency models building on the postulation that the existence of the expected knowledge, the relevant action and behaviour lead to success. They can thus be a sign or pre-condition of successful performance.

However, the complexity of the competencies, the interrelated character of their constituents does not always allow measurement of the characteristics. As was argued in the methodological chapter, competencies are mirrored through the action of individuals and so the action-oriented models (what school leaders actually do)

and investigations of the same may provide a solid basis for identifying individual competencies. Tools which are able to deal with this indirect, reciprocal mechanism are also complex.

The Role Diagrammatic Approach (RDA)³ is an integrated model for describing and characterising the behaviour of the human being (Abari-Ibolya & Baráth, eds 2010, 37-40). As the RDA is applicable for describing a job profile it may be used to validate the result of the development process. Taking into consideration our hypothesis, it is possible to develop – in the frame of the RDA model – a leadership profile based on the international sentence/statement list, and a second one using the description of the skills and abilities and the attitudes. The knowledge and understanding does not represent what is actually done by school leaders (although they may be inferred as the basis from which action is taken) so they are outside the model. Both the international sentence list and the list of skills, abilities and attitudes describe school leaders' actions. The two profiles should not be significantly different⁴ if the final description of the leadership competencies represent basically the same as the requirements which arose from the national workshops.

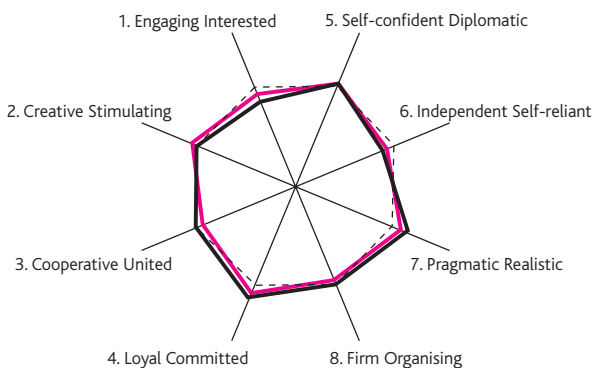


Figure 5: Comparison of profiles
 /Profile of all sentences (red); Profile of Skills, abilities and Attitudes (black)/

³ The analyses of the results suppose you have the basic information about the RDA. See the description in Appendix 2.

⁴ The profiles and figures were elaborated by Tamás Kígyós, RDA advisor.

It can be seen from the figure above (*Figure 5*) that the two profiles are very similar to each other. The matching rate is distinctly high, 93.79%. Besides the high level of overlap, the shapes of the two figures are also very similar which proves that the two kinds of description of the characteristics of successful leadership are practically the same.

If, in the table below (*Table 3*), the differences are examined semi-axis by semi-axis they are less than 1%; which shows markedly non-significant deviations.

International Sentence List (ISL) Profile								
Semi-axis	1	2	3	4	5	6	7	8
	11,75	13,19	11,85	13,29	13,15	11,71	13,25	11,81
Quadrant	Q1	24,93	Q2	25,13	Q3	24,87	Q4	25,07
Relation	50,07	Content	49,93					
Dynamic	49,80	Stable	50,20					
Leader	52,88	Operational	47,12					

Skills, abilities and Attitudes (S-aA) Profile								
Semi-axis	1	2	3	4	5	6	7	8
	10,86	12,45	12,52	14,10	12,48	10,90	14,14	12,55
Quadrant	Q1	23,31	Q2	26,62	Q3	23,38	Q4	26,69
Relation	49,93	Content	50,07					
Dynamic	46,69	Stable	53,31					
Leader	53,16	Operational	46,84					

Table 3: Comparison of the scores on semi-axes and quadrants of the two profiles

Both profiles have a strong leader dimension and are very balanced regarding the relation-content dimension. There are some differences in the third dimension: the S-aA profile seems to be more stable than dynamic, while the ISL profile is more balanced. This difference does not alter the dominant commonality of the profiles.

Using the RDA, a comparison of the profiles area by area is possible. If the international sentences belonging to – for example – the *Leading and Managing Learning and Teaching* area represent basically the same competencies as the skills and attitudes that were elaborated based on the sentence list for this area then it should give a similar profile to the first one. Thus, a comparison for each area has been made. In the following pages, the profiles of the five competency areas (A-E) are shown. These are segments of both the whole international sentence list (ISL) and the skills, abilities and attitudes (S-aA) profiles. First, Table 3 with all the data was presented.

All the segments were then paired with the total ISL and skills, abilities and attitudes profiles (Figures 6-10).



Figure 6: Area A – Leading and Managing Learning and Teaching

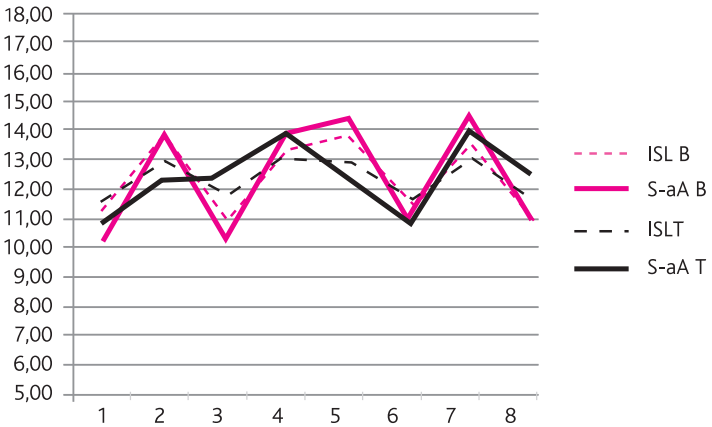


Figure 7: Area B – Leading and Managing Change

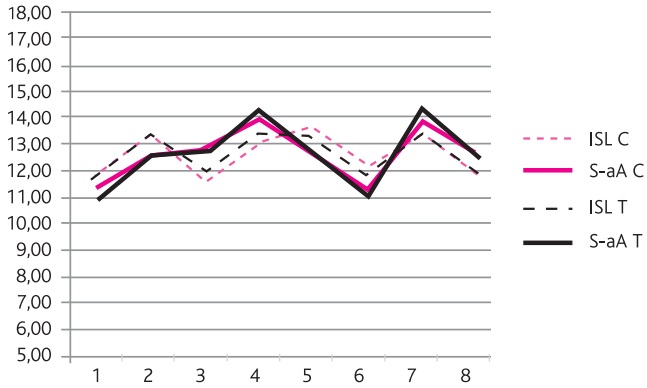


Figure 8: Area C – Leading and Managing Self

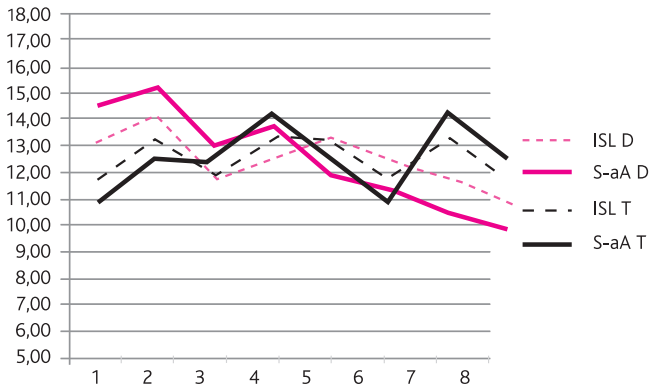


Figure 9: Area D – Leading and Managing the Institution

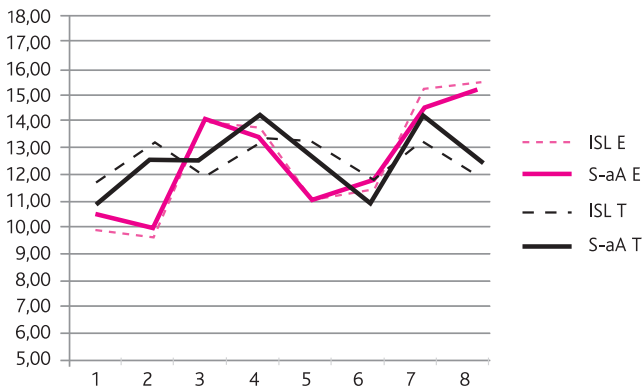


Figure 10: Area E – Leading and Managing Others

From an analysis of the data in Table 3, it can be clearly stated that the level of matching is reasonable. The lowest matching is area A (L&ML&T) but at nearly 87% may still be considered as a strong match. All other areas have higher matching scores, while the area E (L&MI) shows the highest, being above 97%. The differences between the scores of semi-axes area by area are mostly below 1%, with two exceptions: Area A and D. In area A the differences on the semi-axes 1, 2, 7, 8 are above 2, which are considered as medium-level differences. In area D (L&MO) the differences between the scores of the semi-axes are very similar: all are between 1.05-1.28, which are still small differences. Figures 6 – 10 represent the data appearing in Table 3. The coherence of the research process and the validity of the final results mean that the competency framework represents mostly the same requirements as those established through the national workshops. The coherence and validity are thus reflected in the graph-lines of the ISL and S-aA in the different areas if they are very close to each other (having similar scores), and they are parallel to each other.

The analyses above indicate that the detailed description of the Knowledge, Skills and Attitudes in the Central5 represent basically the same desirable attributes which were identified by the participants of the national workshops. Thus, it may be concluded that the method – introduced in Chapter 3 – is a relevant and reliable way of defining a competency framework for a particular role (in this case, that of school leader).

5.3 Findings of consistency with other research and competency frameworks

In order to ascertain the content validity of the Central5, it was decided to examine the product against other international findings. What follows are comparisons of some competency frameworks both within the field of educational leadership and management in the business world.

Coherence with Recommendations from “Leadership in Education” (2011) project

The 2011 “Leadership in Education” (LiE) European project (which identifies learning as the core purpose of schools only in its second school leader domain) presents the key domains in school leadership as follows:

1. Political and cultural expectations and their translation into internal meaning and direction,
2. Understanding and empowering teachers and other staff,

3. Culturing and structuring schools,
4. Working with partners and the external environment, and
5. Personal development and growth.

When one examines the details, there is overall consonance between the LiE and the Central5 domains.

Coherence with the Ashridge report

The attributes identified in the Central5 are entirely consonant with those to be found in the Ashridge report “Leadership Qualities and Management Competencies for Corporate Responsibility” (Wilson et al. 2006) which was an international study in the world of business and enterprise. (See Appendix 4)

Coherence with the view of the National Association of Elementary School Principals

A comparison with the work of the much larger organisation the National Association of Elementary School Principals (NAESP – based in the United States of America) is shown in the table below (*Table 4*).

NAESP (2012)	Central5 (2012)
1. Created by and for principals	Created for school leaders and those who appoint them
2. Part of a comprehensive system of support and professional development	Capable of forming the base for a comprehensive system of support and professional development
3. Flexible enough to accommodate differences in principals’ experiences	Flexible enough to accommodate differences in principals’ experiences
4. Relevant to the improvement of principals’ dynamic work	Relevant to the improvement of principals’ dynamic work
5. Based on accurate, valid and reliable information, gathered through multiple measures	Based on accurate, valid and reliable information from the statements of school leaders, founders and trainers, gathered through multiple measures
6. Fair in placing a priority on outcomes that principals can control	Fair in placing a priority on outcomes that principals can control
7. Useful for informing principals’ learning and progress	Useful for informing principals’ learning and progress

Table 4: NAESP and Central5 Approaches and applications compared
 Source: NAESP (2012:3)

From the above table it can be seen that the Central5 product which equally involved school leaders, stakeholders and an expert group has consonance with the

NAESP approach and application. (*Table 4*) Feedback from school leaders and other stakeholders verifies the importance of the elements of the competencies presented but also recognises not only the potential for each of the elements outlined above as, for example, in training and evaluation.

The Central5 for school leaders is thus consistent with competencies and evaluative instruments elsewhere.

Coherence with the NAESP/NASSP document

Similarly, consistency can be further seen from the joint document of NAESP/NASSP (2012, 18) which identifies the activities which promote a positive school culture and which are echoed in the competency framework. (Please note that the reference examples given are merely illustrative and not comprehensive and it is, therefore, possible that readers can apply others from the body of the competency framework which match the NAESP statements.) (*See Table 5*)

NAESP/NASSP (2012)	Central5 (2012) Central5 reference examples
<i>Positive school culture</i> Influential activities	L&ML&T K2,3,6 Sk1 A13
Establishing a clear vision for school success	L&ML&T K 6-8; L&MC Sk2,11
Communicating expectations for quality teaching and learning	L&ML&T Sk2,10,30 L&MC 11 L&MO K17,Sk2,11 L&MI Sk1-3
Facilitating professional development opportunities for faculty	L&M L&T K1,13 Sk6 L&MO Sk2-6, 18 A1,4,16 L&MI K9
Creating an atmosphere of open communications, collaboration, high expectations, and trust	L&MC A6,7 L&MI K1, Sk1 A16 L&MS Sk7,18 A8-10 L&MO A1,4,14 L&MI L&MI Sk4
Developing pride in the school and its surroundings	L&ML&T K4,15 Sk12,17,23 L&MI K4

Table 5: Corresponding elements NAESP/NASSP (2012) Central5 (2012)

Key to references: L&M = Leading and Managing; L&T = Learning and Teaching; C = Change; S = Self; O = Others; I = Institution; K = Knowledge, Sk = Skills; A = Attitudes

Coherence with yet another set of expectations of school leaders from NAESP (2008: 5)

Under the standard entitled, “Effective principals lead schools in a way that places student and adult learning at the centre”, can be found the following competencies. Effective school leaders were observed to:

- “Stay informed of the continually changing context for teaching and learning
- Embody learner-centred leadership
- Capitalize on the leadership skills of others
- Align operations to support student, adult and school learning needs
- Advocate for efforts to ensure that policies are aligned to effective teaching and learning”

These sentiments are clearly very similar and almost identical to those competencies derived by the research which produced the Central5 but the respondents were not led nor had they ready access to the literature from which these statements are derived.

- L&MS K1 S/he knows and understands and keeps abreast of the latest pedagogical and methodological developments and L&MS Sk1 S/he is able to keep her/himself up-to-date with pedagogic practice
- L&ML&T A6 S/he is a role model for learning
- L&ML&T Sk31 S/he is able to use every staff members’ capabilities to the fullest to achieve the best outcomes for the learners
- L&MI Sk10 S/he is able to organise and distribute tasks relating to the institution effectively
- L&ML&T Sk2 S/he is able to communicate effectively her/his educational values regarding the importance of learning

Their alignment suggests that it matters little whether one is a school leader in the USA or in a Central European state the competencies required for school leaders are the same (with potentially some context-driven weighting to take account of and be flexible and responsive to the local situation).

Conclusion

As a result of examining the validity of the research process used, the Central European approach may be deemed valid.

A high degree of consistency of the competencies as shown in the final product (the Central5) with comparable international sets of competencies and frameworks further demonstrates the effectiveness of the process as a means of deriving, with confidence, the attributes required of school leaders for their professional role in the 21st century.

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CHAPTER 6

Competency profiles – comparison and interpretation

Tibor Baráth, Tamás Kígyós

- 6.1 The international profiles as reference
- 6.2 The key features of the national profiles
- 6.3 General findings
- 6.4 Possible application of the profiles

The profiles introduced in this chapter give an insight into the uniformity and the variance of the national and international profiles. The national profiles are the outcome of detailed discussion held at the national workshops and are suitable for consideration by each country. During the process, five national profiles and two international profiles were developed. The national profiles describe the desired competency patterns of a successful school leader in the specific country while the international profiles attempt to define those patterns that could be a common direction in the field of school leadership in Central Europe. As with all sampling research, the data is derived from a small but representative set of individuals all of whom were stakeholders in the education system and process. What follows is what has been derived from the data gathered and, while indicative, generalisability is not being claimed.

A comparable description of the competencies fosters the direct application and use of the competency framework. Comparability equally supports the identification of the similarities and differences of the national and the international competency expectations (competency profiles), the exploration and analysis of the competency expectations by the target group. A commercial tool, the Role Diagrammatic Approach (RDA), was applied to provide description and make comparison between the profiles. With the help of the RDA it is possible to compare and contrast the competency profiles of the countries (see the previous project, Abari-Ibolya & Baráth, eds, 2010, 67-95) and of the combined international profile. The use of the RDA identifies how an individual employee fits a given job profile, and thus determines personal development fields (see an example in the Hungarian adaptation process – chapter 7.3).

6.1 The international profiles as reference

The ISL (International School Leadership competency) and Skills, abilities-Attitudes (Sa-A) profiles were described and compared in Chapter 5. Here, we give a brief overview about the profiles with which the national profiles will be compared. The highest scores of the axial quadrants and RDA dimensions (see the descriptions in Appendix 2) are highlighted in the tables of the profiles. (*See Figures 11, 12 and Tables 6, 7*)

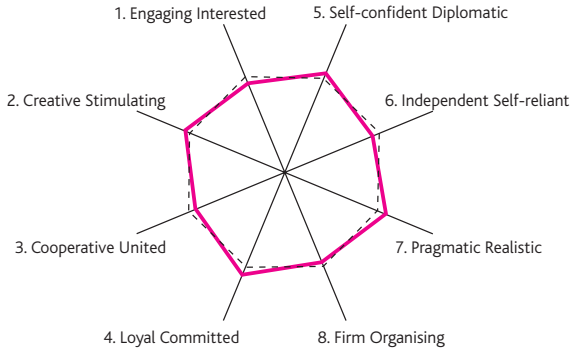


Figure 11: The international competency profile (ISL profile)

ISL Profile								
Semi-axis	1	2	3	4	5	6	7	8
	11,75	13,19	11,85	13,29	13,15	11,71	13,25	11,81
Quadrant	Q1	24,93	Q2	25,13	Q3	24,87	Q4	25,07
Relation	50,07	Content	49,93					
Dynamic	49,80	Stable	50,20					
Leader	52,88	Operational	47,12					

Table 6: Scores of the international school leader competency profile

Based on this profile, the school leader is a co-operative type of person, and has great leadership abilities. S/he is also very loyal to the organization and can act in a quite realistic way. One can say that the school leader is an integrated personality with respectable amount of experience.

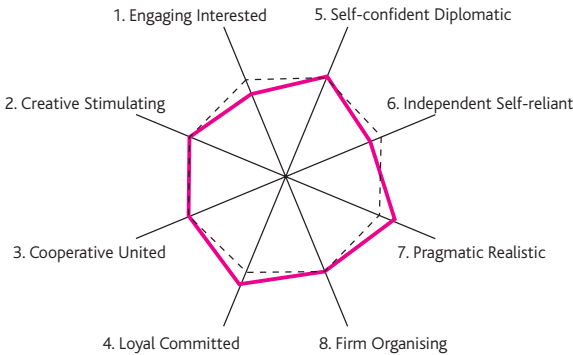


Figure 12: Skills, abilities and Attitudes profile.

Skills and Attitudes Profile								
Semi-axis	1	2	3	4	5	6	7	8
	10,86	12,45	12,52	14,10	12,48	10,90	14,14	12,55
Quadrant	Q1	23,31	Q2	26,62	Q3	23,38	Q4	26,69
Relation	49,93	Content	50,07					
Dynamic	46,69	Stable	53,31					
Leader	53,16	Operational	46,84					

Table 7: Scores of the skills, abilities and attitudes profile

6.2 The key features of the national profiles

In the following, all the national school leader profiles (grey) are shown together with the ISL profile (international sentence list, red) and the Sa-A profile (international skills, abilities and attitudes, black). There is no room here for a very detailed comparison and analysis. The figures (“the spider webs”) do, however, make it possible to identify the main similarities and differences. After the figure and scores, a general description of the national profile (grey) is provided. As the RDA indicates, the holistic approach of the behaviour of the human being the indicatives of the behaviour are not judgment but express the most characteristic element of the profiles (e.g. less precise doesn’t mean that somebody is not precise at all, but there are other elements in her/his behaviour which are more important for herself/himself).

If you compare the national profiles with the results of the previous project considerable differences might be identified. The reason for that is that the national profiles were based on an extended survey in 2010, whereas the national profiles of the actual project arose from interaction during national workshops.

6.2.1 Austrian profile

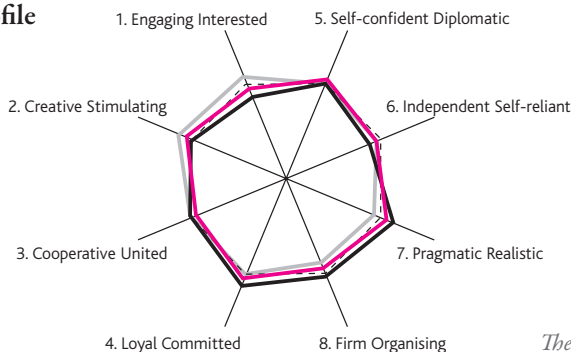


Figure 13:
The Austrian profile

Austrian Profile								
Semi-axis	1	2	3	4	5	6	7	8
	13,42	14,04	12,38	12,99	12,62	12,01	11,58	10,96
Quadrant	Q1	27,46	Q2	25,37	Q3	24,63	Q4	22,54
Relation	52,83	Content	47,17					
Dynamic	52,09	Stable	47,91					
Leader	51,23	Operational	48,77					

Table 8: The scores of the Austrian profile

This person has good communication skills and is open to other people. S/he is dynamic and functions well in fast-changing situations. This person faces challenges, and can react to sudden occurrences. The leader competencies are stronger than the operational ones and s/he has clear visions for the organisation.

This person has a creative, optimistic way of thinking and is able to stimulate colleagues and foster new initiatives. S/he is also very convincing during conversations with a very open attitude towards others. It is important to her/him to know all relevant information concerning colleagues and establish stable, mutual relationships with them.

This person is loyal and endeavours to achieve completeness and fairness. S/he makes an effort to work together with others and finds it important when people can rely on and complement each other. This person integrates a great deal of real value into her/his relations, which make these bonds strong and deeply-rooted. S/he doesn't let the objective out of sight and is very committed to the values s/he believes in.

(See Figure 13 and Table 8)

The profile for Austria is slightly oriented to the top left quadrant. This means that this person is more of an extravert and less precise. This can be a result of a communicative, representative role of the school leader.

6.2.2 The Czech profile

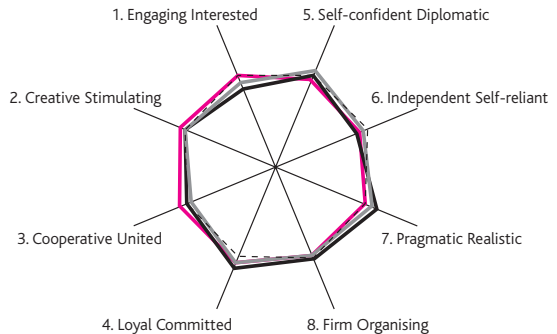


Figure 14: The Czech profile

Czech Profile								
Semi-axis	1	2	3	4	5	6	7	8
	12,70	12,91	13,11	13,31	11,89	11,69	12,30	12,09
Quadrant	Q1	25,61	Q2	26,42	Q3	23,58	Q4	24,39
Relation	52,03	Content	47,97					
Dynamic	49,19	Stable	50,81					
Leader	50,41	Operational	49,59					

Table 9: The scores of the Czech profile

The profile describes a person who is relation-oriented and co-operative. S/he is very loyal, behaves honestly and holds on to the values s/he believes in.

S/he tries to maintain good relationships both inside and outside the institution. Although s/he tends to be stable and can work under regulated circumstances, s/he is able to react to sudden changes.

S/he is equally able to lead or act as a part of a team. This capability is very useful in an organisation where there are different divisions for different functions.

The profile indicates that this person is quite consistent and probably has a long experience in practice. (See Figure 14 and Table 9)

The Czech profile has a very good matching with the international profile (ISL). Although it is very balanced, in some features there are apparent deviations. The score of pragmatism is not as high as that of the international profile, but the score for co-operation and engagement are somewhat higher. In this case, the school leader puts a high value on personal relations.

6.2.3 Hungarian profile

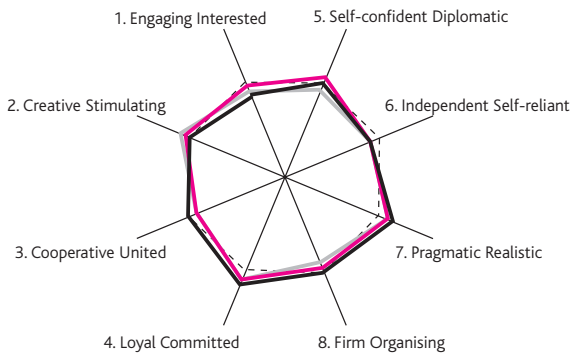


Figure 15: The Hungarian profile

Hungarian Profile								
Semi-axis	1	2	3	4	5	6	7	8
	11,35	13,65	11,55	13,84	13,45	11,16	13,65	11,35
Quadrant	Q1	25,00	Q2	25,38	Q3	24,62	Q4	25,00
Relation	50,38	Content	49,62					
Dynamic	49,62	Stable	50,38					
Leader	54,58	Operational	45,42					

Table 10: The scores of the Hungarian profile

This person is reliable and loyal, who pays special attention to the values and beliefs s/he considers important. S/he is very committed to what s/he does. This person tries to maintain mutually trusted human relationships.

This person can behave in a relational and a content-oriented way, which means that the situation defines whether the completion of tasks or the people surrounding are more important for her/him.

This person likes to know what s/he can expect from whom, and can operate in an environment where clearly-defined rules govern the operation, but s/he is able to switch her/his behaviour if the situations suddenly change.

The leader competencies of this person are stronger than the operational ones and s/he is loyal to the objective and the organisation. This person is practical and always knows what to do next. Her/his behaviour is characterised by pragmatic thinking and practicality. This person sees the opportunities and limitations of her/himself as well as others, and pays attention to what is possible in a particular situation.

This person knows what s/he is doing, often initiates, thus s/he can reach realistic and achievable goals, which can strengthen her/his confidence in her/his own abilities. When it comes to decision-making, this person can clearly articulate her/his viewpoints and can stand by what s/he has said. S/he is open to new experiences and has a positive attitude towards change and sees difficulties as possibilities to improve. (See Figure 15 and Table 10)

Compared to the international profile (ISL) the Hungarian profile scores less high on self-confidence. It seems that assertiveness is not a significant feature of the national profile.

6.2.4 The Slovakian profile

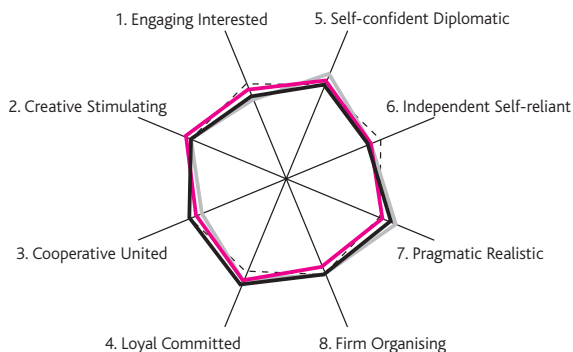


Figure 16: The Slovakian profile

Slovakian Profile								
Semi-axis	1	2	3	4	5	6	7	8
	10,38	13,25	11,07	13,93	13,93	11,07	14,62	11,75
Quadrant	Q1	23,63	Q2	25,00	Q3	25,00	Q4	26,37
Relation	48,63	Content	51,37					
Dynamic	48,63	Stable	51,37					
Leader	55,74	Operational	44,26					

Table 11: The scores of the Slovakian profile

This competency profile depicts a person who is very good at organising processes, setting up and executing plans. S/he is very realistic, and has a practical view of doing things.

The processes and the tasks are very important to her/him, so s/he keeps an eye on all actions that take place in the organisation.

S/he works smoothly in an environment where everything is under control and s/he can count on the agreements.

The leader competencies are very strong in this case: suitability of controlling and managing tasks and people, decision-making, commitment and assertiveness characterise her/his activities. This person believes in what s/he is doing, regularly initiates, thus s/he can reach the goals, which can strengthen her/his confidence in her/his own abilities. (See Figure 16 and Table 11)

The Slovakian profile scores very high on self-confidence and pragmatism according to the international standard (ISL). These elements might result in deficits in the engaging and co-operative semi-axes. This suggests a somewhat different strategy of the school leader.

6.2.7 The Slovenian profile

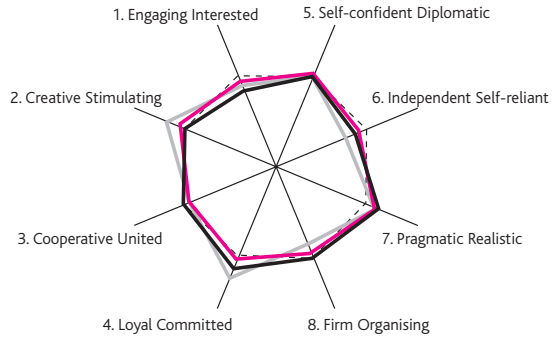


Figure 17: The Slovenian profile

Slovenian Profile								
Semi-axis	1	2	3	4	5	6	7	8
	11,09	14,57	11,75	15,23	13,25	9,77	13,91	10,43
Quadrant	Q1	25,66	Q2	26,99	Q3	23,01	Q4	24,34
Relation	52,65	Content	47,35					
Dynamic	48,68	Stable	51,32					
Leader	56,95	Operational	43,05					

Table 12: The scores of the Slovenian profile

S/he is a co-operative type of person, and is very loyal to the values and objectives s/he believes in. This person is also very committed to the case with which s/he is dealing. This person tries to have a deeper insight into things and to have an overview of the matters. S/he enjoys working with others and fosters teamwork and social activities.

This person’s leader competencies are very strong and, in the given circumstances, s/he is able to perform the tasks set precisely, in a well-organised manner and by deadlines, if necessary either by themselves or with others. In conflict situations, s/he tries to rank the counter arguments and respond to them individually. S/he can rank and carry out the activities of the organisation and works for it in a systematic and efficient manner. S/he is open to new experiences and can implement them into the existing practice. S/he has a positive attitude towards change and sees difficulties as possibilities to improve.

S/he is also very self-confident and has a good sense of relations and circumstances. This person can accept the given conditions, and can make out the most to achieve the goals. (See Figure 17 and Table 12) Among all profiles, the Slovene profile differs the most from the international one (ISL). It has extremely high scores on the semi-axes “creative stimulatory” and “loyal Committed”. This profile scores less on independence and endurance. This character suggests a much-embedded function both in the organisation and network.

6.3 General findings

All data of the national profiles are listed in the tables below. In Table 13 the semi-axes can be compared with each other. It stands out that the semi-axis 4 gets the highest score in most of the profiles, and it gets the top three in all profiles. Semi-axis 4 (loyalty and commitment) is a leading one and shows the union of the leader and the organization. It also predicts that school leaders in Central Europe should emphasise self-consistency, trustworthiness and responsibility.

It is also very interesting that in four countries the leader role dominates over the operational, whereas one shows a more balanced relation between these two roles. Taking into consideration that there is no other significant tendency in the rest of the dimensions, it is clear that the leadership competencies are prominently desired features of a school leader. This may seem obvious, but, as the participating countries do not have similar educational systems, the school leader's position and the level of school autonomy is different, so the profiles would also have been proven to be very diverse.

Comparison of the profiles (Semi-axes)								
Semi-axis	1	2	3	4	5	6	7	8
ISL	11,75	13,19	11,85	13,29	13,15	11,71	13,25	11,81
Sa-A	10,86	12,45	12,52	14,1	12,48	10,9	14,14	12,55
Austria	13,42	14,04	12,38	12,99	12,62	12,01	11,58	10,96
Czech Republic	12,7	12,91	13,11	13,31	11,89	11,69	12,3	12,09
Hungary	11,35	13,65	11,55	13,84	13,45	11,16	13,65	11,35
Slovakia	10,38	13,25	11,07	13,93	13,93	11,07	14,62	11,75
Slovenia	11,09	14,57	11,75	15,23	13,25	9,77	13,91	10,43

Table 13: Comparison of the profiles – scores of the semi-axes

Comparison of the profiles (Dimensions)			
	Orientations		
ISL	Leader	N/A	N/A
Sa-A	Leader	Stable	N/A
Austria	Leader	Dynamic	Relation
Czech Republic	N/A	N/A	Relation
Hungary	Leader	N/A	N/A
Slovakia	Leader	Stable	Content
Slovenia	Leader	Stable	Relation

Table 14: Comparison of the profiles based on the RDA dimensions

Codes to references: N/A: not applicable (there is no significant difference regarding this dimension)

The analysis shows that there is a common base for school leaders that can be measured and these findings can support joint discussion not only in Central Europe, but in the European Union as well.

6.4 Possible application of the profiles

School leaders are responsible for the performance, the success of their schools as well as the different parts of the operation (legal, economical, etc.). Taking into consideration these responsibilities they are very similar to those we can identify in the other sectors of the society like health care or business. Thus, it is no surprise that models, approaches, methods – like measurement of competencies – show similarities among these sectors. In our turbulent, fast-changing world, “in the exponential time”, well-prepared leaders are especially needed and their preparation should be proactive and complex.

The competency profile can be used to develop school leadership courses and curriculum, offering methods for development which promote the planned changes in action and attitudes and so lead to have top quality professionals.

Another field of utility is to establish tailor-made development programmes for school leaders comparing their actual competencies with the optimal ones. These kinds of comparisons do not necessarily involve a technical action, but rather a deep understanding of the expectations towards leadership and self. The development is based on the dynamics deriving from the difference.

Profiles can be developed not only for a job (school leaders, etc.) or a person (who is in charge or intends to apply for the job), but also for organisations. Schools are organic and developing constructs, and as such they need different leadership styles in harmony with their stage of development. Surveying an organisational profile may provide evidence of the kind of leadership that be really successful in a certain period of the school and its development. This view of leadership competencies stresses strongly that leading an organisation implies well-planned teamwork for those in leadership positions.

Last but not least, we can state that the national educational system plays a great role in the potential application of an international competency framework. Although the aims of the profile are clear and the goals are determined to enhance learning performance at the classroom level (and learning throughout the school including the teachers and school leaders themselves), it is crucial to integrate these aims into a country’s national strategy and from policy into practice impacting on the culture of the school’s micro-environment.

CHAPTER 7

National adaptation

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- 7.1 Austria
- 7.2 Czech Republic
- 7.3 Hungary
- 7.4 Slovakia
- 7.5 Slovenia

In this chapter is an overview of how the Central5 has been adapted in certain school leader training programmes in the five Central-European countries. When considering how a competency framework can be adapted in a training programme one can think of various possibilities. It could be used as a tool in the actual training with which students (school leaders, teachers, to-be school leaders) can work, for example, when dealing with evaluation, self-evaluation, the role of leaders and so on. It could equally be applied as a tool to monitor students' development by measuring their competencies against the framework at the beginning of a training programme and monitoring their development throughout the training (see also Chapter 8.2). It could also be used as a basis for developing the training programme itself. Even though the procedure of the national adaptations differed to some extent, they were all based on a common starting point.

Partners set the objective to reflect on their own training programme (in the Slovakian case the national professional standards) with the help of the Central5. Although school leader training systems and training programmes differ in the five countries, each partner chose a training programme (basic/compulsory, Continuing Professional Development or other) that is comprehensive (and does not focus only on one particular topic or skill). The common starting point was to prepare and contribute to the strategic development of the selected training on the basis of the Central5. Therefore, the adaptation processes did not necessarily involve the actual use of the competency framework in the classes rather they focused on the complex development possibilities of the training programmes and thus allowed the application of the framework at a strategic level.

The common activity of the processes was to carry out a comparative analysis of the chosen training programme and the Central5. In some cases the analysis concentrated on one particular competency area (e.g. in Austria on *Leading and Managing Self*), in other cases (e.g. in Hungary) the whole framework was used for comparison. The reports below have the following common structure:

1. National context: the system of school leader training in the country, key actors, key institutions;
2. Short description of the chosen training programme: type of programme, main objectives, main modules, number of hours;
3. Description of the process: who was involved, methods of analysis: interviews, focus groups, document analysis etc.;
4. Results, conclusions and recommendations.

In most cases the comparative analysis resulted in a two-way reflection. That is, while the framework served as a basis to reflect on the training programme, the adaptation process also allowed reflection on the competency framework with regard to the different national systems. As a result, the recommendations equally contain elements on how the Central5 might be further developed.

The reader will notice that although the starting point of the adaptation processes in the five countries was the same, some countries added other aspects and experimented with other possible uses of the framework. In Hungary, one of the training institutions involved in the adaptation started working on the use of vignettes; whereas in Slovakia an extended evaluation of the competency framework took place. It will also become clear that the different procedures resulted in different types of reflection. In all cases, however, the process of adaptation led to an important learning opportunity for all participants.

7.1 Austria

Astrid Laiminger

In Austria it is mandatory “for those with educational leadership roles to undertake part-time further education or training (school management course) within four years of their initial appointment. According to § 207 h (4) BDG and § 26a (3) LDG (see distribution paper Nr. 4/1997 GZ 28.493/112-I/A/96 as well as distribution Nr. 47/1999 GZ 11.012/95-I/2a/99). This professional development is intended to encourage the development of personal, social, educational and functional competencies and increase the quality of the educational institutions” (PHT, 2011; cf. Frischmann, 2012).

These courses take place in every Austrian district. There is a curriculum framework, which is offered in the individual states. This is, however, subject to wide variance (see Frischmann, 2012). In a BMUKK (Austrian Education Ministry) 2006 commissioned evaluation, results demonstrated that, School management (SMM) teacher education courses are generally considered by the graduates to be very important. It is interesting that the “competency self-assessment” was rated highly, while, in the framework of the SMM course, the “skills development” was assessed as “rather average” (ibid.).

In addition to SMM teaching course in Austria, all leaders in the education sector have an opportunity to attend the Leadership Academy (LEA). This training activity was founded in 2004 by Michael Schratz and Wilfried Schley. Participation in this programme is voluntary (ibid.).

The adaptation of the leadership competency framework in Austria utilised the competency domain, *Leading and Managing Self* and the curriculum from the Austrian School leaders' training programme for school leaders from all school types (School management) which is in contrast to the 2011 programme which was from the Pädagogischen Hochschule Tirol (PHT), which is a teacher training college.

Discussion took place with school leaders and with the leader of the school management training course. Additionally, data from a previous evaluation by the leader of the School Management training programme was made available for this report. A total of 18 participants were interviewed, representing leaders from vocational schools, professional schools and academic high schools. The basic assumption in the preparation of the questionnaire was a focus on "professionalisation of leading persons, which means to support their awareness of becoming a leader, their leadership role and the necessary skills for their leadership and management responsibilities. The most important skill is their own development (self-management). To lead a learning organisation requires the maintenance of self-management and to view changes as opportunities for growing and maturing." (Frischmann, 2012)

7.1.1 Outline of the training programme

The School management programme (SMM Lehrgang) consists of two basic modules (6 ECTS), an extended module (3 ECTS) and project work (3 ECTS). This is structured as below (*Tables 15, 16*).

1. Year 1:

Semester	Basic Module I	ECTS
8. Semester	School and administrative law	1
	Leadership and communication	1,5
9. Semester	Conflict management	1,5

2. Year 2:

Semester	Basic Module II	ECTS
3. Semester	School and quality development I	1
4. Semester	School and quality development II	1

Tables 15, 16: Structure of SMM Lehrgang programme

Extended module: 20 units from collegial learning groups and 28 units from seminars relevant for school leadership can be used (this is offered by the PHT). It is also possible

to gain 3 ECTS from other courses in comparable institutions with the agreement of the PHT (PHT, Curriculum, 2011).

Educational objectives of the basic modules:

The students...

- receive an extension of competency in leadership (theory and practice)
- become familiar with the role of leadership and school development
- will be made aware of relevant legal matters and be introduced to regulations relevant to management tasks
- gain an insight into successful communication and communication skills in theory and practice
- gain an insight into communication processes involved in the art of negotiation and facilitation
- understand conflict as an opportunity for personal and institutional development
- gain an insight into systematic classroom observation as an element of personal development
- learn about monitoring, feedback and assessment cultures as a design task
- working with innovative tools to control or to process design
- work with the basics of project management for school quality development

The educational content of the basic modules include:

- Basics of learning and directing: leadership styles, models and person- or situation-specific implementation
- Role of the leader and understanding of leading and directing the school system
- Fundamentals of successful communication and co-operation in relevant school situations with a range of educational partners
- Statutory position of the school within the Austrian legal system
- Principles of legal and employment law; fields of action relevant to leading
- Conflict and consensus culture and role concepts appropriate for school leadership
- Theory and action models for conflict management and crisis diagnosis
- Criteria of good teaching and methods within classroom observation
- Advice and assessment of teaching as a means of personal development
- Systematic view of school development and models of quality development
- Control of school development processes at a fundamental level
- Review of relevant literature

Certifiable competencies: student/leading persons

- can lead and direct, reflecting fairness in all situations

- know the important role of school management personnel and benefit from management techniques
- can use techniques of negotiation in situations, as required
- are familiar with relevant literature on the subject of communication and co-operation
- develop confidence in dealing with various legal questions in the school
- know how to formulate legally-compliant decisions
- are familiar with approaches in handling a range of different crises and conflicts
- are familiar with conflict management approaches and the role as moderator and the potential of opportunities
- are familiar with the criteria for good teaching and can observe this methodically
- have knowledge of advice, feedback and assessment of teaching for professional development
- are familiar with instruments and systematic actions for effective school development
- have knowledge of and use the basic principles of project management

Educational goals of the extended module:

The students...

- in addition get necessary content from modules 1 to 4
- improve their basic leadership relevant competencies
- learn about collegial consultation and collegial coaching as an important working instrument

Educational goals of the extended modules:

- Personal competence, such as coaching, self- and time-management
- Social leadership skills, such as team leadership, personal development, crisis intervention, mediation
- Juridical and administrative skills, such as deepening knowledge on parts or specific legal matters of, office organisation, school administration, administrative budgetary law, public relations
- Introduction to collegial coaching and colleague consultation

Certifiable competencies: Students/Leading persons

- deepen and expand skills in the areas of self-competency, social management and administration
- will be able to formulate problems clearly to promote positive working and moderate a peer learning group (CTC-groups – collegial team coaching group)

The extended module is in addition to the school leadership relevant seminars and is undertaken through work in learning groups (with peer group supervision and collegial coaching). It is a requirement that this work is completed by all participants. The work in learning groups amounts to 20 units (each unit is 45 minutes) (PHT, Curriculum, 2011)

7.1.2 Comparative analysis of SMM-Curriculum and Central5-area *Leading and Managing Self*

For the domain, "Leading and managing Self", school leaders are ascribed the following competencies (see also Chapter 4):

1. School leaders will be able to maintain motivation for their professional work
2. School leaders should be aware of their ethical and moral position and act accordingly
3. Knowledge of the personal characteristics of successful school leaders should support their own development. A school leader should communicate effectively through the knowledge and skills of communication patterns to make a successful contribution to the success of the school.
4. Characteristics such as optimism, responsibility, reliability, responsiveness, consistency and stability in working with others, autonomy, self-confidence, authenticity creativity, political awareness are attributed to successful leadership
5. School leaders use personal self-evaluation, knowledge of their own strengths and exploitation of the readiness for personal and professional development opportunities to grow in their role. They also ensure critical self-reflection to empower themselves to understand and balance their management and leadership roles.
6. School leaders should also be able to manage their own stress

The overview of the educational content, shows themes that correlate with the area *Leading and Managing Self* and are highly integrated into the basic self-management module themes, which include "fundamentals of successful communication", "conflict management" or "Theories and models of conflict management and crisis diagnosis". In the extended module the contents for self-competency are clearly and thematically assigned.

The following seminar descriptions from the expanded module in the current 2012 training programme, provides an example of some content on the competency domain

Leading and Managing Self:

- “Teachers and leading – why people who work with knowledge differ”: This is about the recognition of the potential of knowledge workers and how this can be released as prescribed in a common direction and creating a motivating work environment.
- “Convincing instead of presenting”: School leaders learn how they can inspire people. Personal conviction and the knowledge of the use of body language are important to be heard and seen.
- “Pausing as experience, Resource-oriented exercises for relaxation”: The content of this seminar is an invitation to see yourself and your environment, “perceive consciously and creatively to live in the moment. Pausing means to reach inside to feel deeply, to feel and understand. That is what allows an expansion of consciousness” (Fortbildungsprogramm, 2012/13),
- “Revitalise and discover your inner power centre”: For school leaders it is important to know your own strength and know how to mobilise blocked energy and how to find a balance
- “Humour makes school for school leaders”: In this seminar, school leaders engage in dialogue about humour and creativity. Humour is seen as a personal attitude, that is the foundation stone for a positive work culture and atmosphere (Fortbildungsprogramm, 2012/13)

Not all skills are fully covered. On the one hand, this is clear from the discussions with teachers. On the other hand, it is seen in the results of the course evaluation. When asked what topics should be included relating to self-competency, the following answers were reported:

- One of the biggest challenges is managing the transition from teacher to becoming a leader. This is not only within the school, but also within the community or in managing everyday life, in which they (directors) are always perceived as leaders. They can never leave this role and must learn how to handle it. It is therefore important that the “role change” is addressed in the course.
- Another major concern is the possibility of more mentoring and networking opportunities.
- A school leader noted that for personal development, the exchange with colleagues was crucial and that longer breaks during the seminar would provide opportunities for this.

From the results of the data collection from SMM leaders, addressing the area of which content should be enhanced, this included authenticity, dialogue, diversity in the classroom, women in leadership positions or dealing with one’s own energy were all

mentioned. In part it is incorporated in the training programme for leaders in 2012/13.

A conspicuous feature of the survey is centred on the themes of administration and management, that they should be intensified or improved, over themes of self-competency. The leader of the SMM course explains, "I conclude based on my interviews that school leaders are hardly open to these questions because they feel their desks are full. I derive from the fact that a pre-qualification with an intensive examination of his/her own development as a person with his/her motives for leadership, with their attitude and the concrete experience of developmental feedback processes is of great importance for the profession of leaders." (Frischmann, 2012).

It is also interesting that seminars with content on self-competency are mainly taken by school leaders already at the end of their training. Newcomers mainly select modules related to administrative issues. This phenomenon corresponds with the results from the evaluation of the training course where 18 participants were interviewed from a range of educational provision. The administrative tasks involved in managing the school were found to be considered the most important by school leaders. (Frischmann, 2012). Questions about authenticity, self-awareness, self-evaluation, creativity, etc. are assigned to the background, especially in the first two or three years as a school leader.

A possible explanation for this could be the fact and it is accepted by the SMM leader, that at the beginning of their posts school-based managers are overwhelmed with administrative tasks. The appointment as school leader is often made at very short notice prior to the beginning of the school year. Within the first few weeks, newly-appointed leaders are faced with tasks to fulfil that they did not face as a teacher. These tasks range from creating the staff timetables, budgetary decisions and learning how to use the range of software programmes. The PHT reacted to this problem, by offering crash courses at the beginning and at the end of the year for new school leaders. The content of this crash course includes ICT and office organisation (cf. Frischmann, 2012).

Another reason may lie in how errors are dealt with. "Things should be done properly, simpler, be more controllable, more secure, than to do the right thing and take responsibility for it. To avoid mistakes, to abide by the system on a functional level, stay in dialogue[...]to avoid attack ..." (Frischmann, 2012).

School leaders agree that an examination of their own person is important and the elements of the Central5 are well covered in the curriculum of the training course, but consider these in a hierarchy of *Leading and Managing the Institution* in the first place and *Leading and Managing Self* in the last place. The actual value of self-management is not recognised. The balance within the seminars offered should, therefore, shift from administrative issues in favour of intensive self-management issues.

A first step is the planned introduction of dialogue facilitated seminars during the course of the study, which should be mandatory for all participants. The contents of this course will include intensive discussion about themselves.

7.1.3 Recommendations

The fact that seminars with self-management content are assumed as marginally justified, is a major concern for the head of the SMM course. He calls for the introduction of a pre-qualification to/from school where the main question should be how someone sees their future as a school leader: “The emphasis in this pre-qualification must be with regard to the confrontation of his/her motives, the conducting of a pro-development stance in conjunction with the theme of power, the role change from teacher to school leader and the school as a learning organisation within school development. Such training must be part of their internal challenge and personal development to support them in their journey they must be the participant and respectful confrontation would be the way” (Frischmann, 2012).

Another important point would be to offer the expansion of networking opportunities in the future. “For professional learning communities and a collegial consultation group, this initially requires a pre-defined structure. The structure should be well-integrated and be part of the school management structure and thus supported in the initial phase. If this works, this leads to professionalisation, learning and growth of the participants.” (Frischmann, 2012).

Participation at the LEA (Leadership Academy) where they explore deeply their own person, should be compulsory for school leaders: “A modified LEA, desire for leadership in the education as a pre-qualification, a mandatory SMM course in each province for newly-appointed leaders and a mandatory LEA after three or four years of management experience, with LEA as part of the overall package for the professionalisation of school leaders is profitable and will have an overall lasting effect on the education system (Frischmann, 2012).

In addition, trainers in the SMM seminars on self-management have an integrated coaching and mentoring function, where self-reflection is central as a theme of discussion, which reflects the importance of this area.

7.1.4 Conclusion

In the analysis of the SMM programme, it has been shown that the content of the programme is related to the competencies *Leading and Managing Self* within the

Central5. The components of knowledge, skills and attitudes are included, but different terminology is employed.

Personal skills are found in the basic modules in seminars such as, “Fundamentals of guiding and directing”, “The role of the leader and an understanding of managing and leading in the school system” or “theory and models of action for conflict management and crisis diagnosis”. The extended module offers a series of seminars with concrete self-competency subjects. These include subjects like developing soft skills, how to deal with knowledge of people or how to manage personal energy and resources.

From the perspective of the school leader, the request is for more intensive examination of the problem of role change from teacher to leader and increased opportunities to experience and mentor, authenticity, dialogue, diversity, women in leading positions or dealing with one’s own energy. Some of the issues have already been considered in the new PHT training programme.

School leaders in the first year mainly select administration and organisation as further modules. Only towards the end of the SMM programme do they enrol for self-competency courses. In total, the importance of school leadership is not sufficiently recognised for personal skills. The reason seems to be on the one hand, the initial overload with administrative duties/tasks that a school leader has to fulfil. On the other hand, the culture of dealing with mistakes has influence on it. It is much more secure to follow prescribed instructions and they can secure a pathway through the bureaucratic work...” (Frischmann, 2012).

To counteract this problem, from the leader of the SMM is a proposal for a pre-qualification for leaders with a focus on self-competency. In addition, to SMM, mandatory participation in the LEA after 3 to 4 years of management experience is also suggested.

In Austria there has been currently no test of the Central5 within the curriculum. This will commence from March 2013 within the new Masters Training programme, in which elements of Central5 are integrated. The trainers on the SMM programme see this as highly relevant to integrate the Central5 into the new training programme.

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7.2 Czech Republic

Eliška Krížková

7.2.1 National context

School leaders in the Czech Republic have one of the highest levels of autonomy in the international comparison as the OECD Education at a glance (2012) shows. Czech school directors are responsible for the management of the budget and for the operational management of the school. They recruit and dismiss the school staff. They are responsible for the quality of education, for curriculum development, for setting the school vision and for strategic planning.

The selection process of school leaders is carried out by local or regional government as founders or those responsible for the establishment of the schools. The basic requirements for the qualification of candidates for the position of headteacher are given by law: a Masters' degree which allows them to perform a teaching profession and appropriate experience as a school teacher (4-years is the minimum experience necessary for elementary school headship; 5 years of experience is needed for secondary school directorship). The duration of appointment has been recently restricted to six years. It is the decision of the school governors whether they re-appoint or begin a new selection procedure after the six year period. Newly-appointed directors are obliged to complete a post-appointment national training programme for directors.

There are basically two types of training programmes for school leaders: The basic and compulsory programme is called "Study for School Leaders". This training is currently provided by the National Institute for Further Education and other approved in-service training centres. The minimum number of instruction hours, which is set by Ministerial Regulation, is 100 contact hours. The content of this study includes four modules: basic law, labour law, school financing, school and organisation of the educational process. This training course should make the participants sufficiently familiar with basic education and labour law and with school finance and funding issues to enable them to run an educational institution.

The second option is "Training for Managerial Staff", which is designed for managerial staff who have held this position for five years or more, for school leaders who want to reinforce their professional competence, and other staff wishing to gain a better insight into school management issues. This training course should provide the participants with a deeper, theoretical background and related, practical skills necessary for the efficient management and development of schools. This training programme is structured in six modules (School Management – theoretical and practical, Law,

Economy and Financial Management, Educational Process Control and Management, Leadership and Managerial Practice) over two years, encompassing a total of 364 hours of combined training. This type of training is provided by universities.

Apart from these two training options which are defined by law, there is a great variety of possibilities and a wide offer of courses for the professional development of school leaders. These courses, seminars, training and studies for Bachelor or Master degrees are offered by a number of in-service training institutions and universities.

7.2.2 Czech adaptation

Further activities have been carried out during the Czech adaptation process. Two focus groups were organised with teacher trainers, school leaders and other experts to discuss the content and possible use of the Central5 in the Czech educational environment. We also chose a national training programme and compared its content with the competency framework. To accomplish this, the participants of Czech workshops (those workshops which were at the start of the process of developing the Central European Competency Framework for School Leaders) were also asked to state their views (by filling in an on-line questionnaire) about the results of our project work.

» *Comparison of national training programme with the competency framework*

To compare the content of Central5 with the content of national training programme we decided to select the Study for School Directors (Studium pro ředitele), which is the minimal qualification required by the law to be allowed to work as a school leader in a Czech school. The reason why we decided to examine the content of Study for Headteachers with the competencies listed in the competency framework is that this study is intended for school leaders at the start of their career and, after their passing, they should be prepared to lead and manage the whole process at their schools.

The study for headteachers cannot cover the whole Central5 because it would be naïve to expect inexperienced school leaders to possess all of the competencies listed in the competency framework (from the beginning (as one of the Czech school leaders said during the focus groups held during the adaptation process: one must be Jesus to meet all the requirements of Central5). Our intention was to explore if all competency areas are present in the content of the competency framework. The study for school leaders consists of four modules: Basic Law, Labour Law, School Financing and Management of School and Educational Processes. We analysed the content of the study and categorised the parts of the modules into the five competency areas of the competency framework. The categorisation is depicted in the table below (*Table 17*).

	Basic Law	Labour Law	School Financing	Management of School and Educational processes
L&M Learning and Teaching	Basic Legislation		Management of School and Educational processes	
	<ul style="list-style-type: none"> • educational law • teaching and education of pupils with special needs • teaching and education of gifted pupils • compulsory school attendance • pre-school education • education at basic schools and lower secondary schools • education at upper secondary schools 		<ul style="list-style-type: none"> • school council • school curriculum • giving educational guidance • specialized activities of teachers • continuous professional development • class observation • controlling activities • rules for health and safety during education 	
L&M Change	Management of School and Pedagogical processes			
	<ul style="list-style-type: none"> • planning • strategy of school 			
L&M Others	Basic Legislation		Labour Law	
	<ul style="list-style-type: none"> • legal definition of the teaching profession • conflict management, resolving of complaints • personal data security 		<ul style="list-style-type: none"> • labour contracting • termination of employment • trade unions and the collective contract • travel expenses • job description of school employees • salaries, remuneration in accordance with law • health and safety rules, fire protection • holidays, extra working hours, days in-lieu and related legislation • basic duties of employees and managing employees • hygiene at school, school catering 	
L&M Self				
L&M Institution	Basic Legislation	Labour Law	Management of School and Pedagogical processes	
	<ul style="list-style-type: none"> • The school within the legal framework • administrative proceedings • relation between the head teachers and the Czech School Inspection • school register • legislation of provision of information 	<ul style="list-style-type: none"> • financial flows • school budget • school catering • applying for grants • non-schooling activities • taxes • public procurement • property and dealing with it • inventory • accounting and accounting documents • financial control • annual report 	<ul style="list-style-type: none"> • School Council • basic school documentation • organisational structure of the school 	

Table 17: Comparison of Czech “Study for Directors” against the themes from the Central5

As we can see in the table one of the competency areas, *Leading and Managing Self*, is completely missing, another area, *Leading and Managing Change* appears as a small part of one module and vision and values do not appear at all. Furthermore, when we come closer to the domains, the following elements of the Central5 are missing in the Study for School Leaders:

Leading and Managing Learning and Teaching

- creating a supportive learning environment
- effective teaching and learning
- school development (Quality management system and assessment)

Leading and Managing Change:

- change management
- following new trends in education as well as in the society
- regular monitoring, evaluation and re-setting vision and strategy
- initiating change and innovation in a sustainable way
- involving all stakeholders in vision and strategy development
- problem solving

Leading and Managing Others

- motivation of others
- teamwork and communication within the team
- organisation learning and sharing of best practice
- cultivating school climate and culture
- conflict solving

Leading and Managing Self

- professional skills
- personal and interpersonal strengths and weaknesses
- self evaluation
- styles of leadership

Leading and Managing Institution

- economical effectiveness and efficiency, managing priority and resources
- time management
- cooperation with communities and external partners

Only the competency area, *Leading and Managing the Institution*, is covered quite well. Another important conclusion from this comparison is that the Study for School Leaders is knowledge-oriented: it gives its attendees the overview of knowledge which is necessary to have to be able to manage the school in accordance with the Czech law. The Study offers little opportunity to develop skills in general.

The world in the 21st century differs from previous eras in many aspects but the most significant aspect of today's reality is that change is present everywhere and the speed of all changes which influence our lives is greater. Members of society have to be able to react to the changes; need to be flexible in order to succeed in their work. The school is an institution which should prepare pupils to succeed in their lives and it should be flexible enough to enable the students to handle all the changes in society.

In 2010, McKinsey & Company (Czech Republic) carried out an analysis of the Czech educational system and the reasons for its decreasing quality in the last decade. According to this report, one of the reasons may be the fact that the greatest part of the work of school leaders is devoted to administration and operational management. Czech heads have only 20% of their working hours left to manage and develop the quality of education. (Another interpretation is that they choose to spend their time involved in administration.)

Another important aspect mentioned in this report is that the in-service training for school leaders focuses mainly on operational management and administrative (fiscal and legal) issues. Only 17 – 35% of the training is connected to educational matters and only small part of this comprehensive topic is about managing the quality of education (McKinsey & Company, 2010).

» *Focus groups*

The second part of the adaptation process was working with two focus groups. The participants of focus groups were school leaders, teacher trainers and experts in the field of school management and leadership. The two main topics of the focus groups were the structure and content of the Central5 and its possible use in the Czech educational system.

The reactions of participants on the structure, coherence and content of the competency framework can be summarised in following points:

- there are too many competencies in the competency framework and its structure is difficult to follow, it would be useful to divide competencies in each area into subcategories;⁵

5 During development, one version of the Central5 did have subcategories and the observant reader can detect the proximal conceptualisations of these in the present format.

- creating a mind map with most important points of the competency framework could help its better understanding;
- a glossary with definitions of terminology used in the frameworks is essential;
- most elements of the competency framework are necessary for a successful school leader; no important element is missing in the framework;
- definition of five areas as „Leading & Managing” is seen as a new approach;
- most of the school leaders appreciated the simplicity and clarity of sentences describing the competencies whereas teacher trainers perceived them as too simple and vague;
- participants of the focus groups also pointed to the fact that the competency profiles of school leaders at various stages of their professional career differ and were wondering which competencies are necessary for beginning school leaders, which is the ideal competency profile of a school leader with more than ten years of experience and what do the competencies of the school leader at the end of his/ her career look like;
- teacher trainers working for National Institute for Further Education (NIDV) see courses for development of skills in creating a supportive learning environment, development of self and others, developing strategies, assessment, quality management as important but according to their experience most school leaders select courses focused on legislative and administrative issues.

The following suggestions were made in the focus groups for using the competency framework in the Czech context:

- based on the Central5 there could be developed an on-line assessment tool for school leaders;
- school leaders can use it for planning their own professional development;
- it can be used as a basis for designing and planning training courses for school leaders;
- it can be used as a source for developing a system of assessment of school leaders.

7.2.3 Lessons learned/ conclusions for the Czech Republic

What has been learned may be summarised succinctly below.

- The Central5 provides an opportunity to reflect in a structured way upon current practice and to examine the roles of the school leaders, training providers and education ministers in improving school leadership.
- The Central5 provides a means of self-evaluation for school leaders and content outline for education and training programmes.
- The need for a greater awareness of comparative expectations of the competencies

of school leaders and to ensure comparable education and training in the domains determined in the Central5.

- The need to examine the current training system and to modify it in the light of the Central European Competency Framework for School Leaders. A new orientation and focus on the core purpose of schools and the changed role of the school leader as a leader of learning (and not just an administrator managing the institution).
- The integration into education and training programmes of the components *Leading and Managing Self* and *Leading and Managing Change*, which are currently not part of the Czech programmes for school leaders, will require education and training of the trainers for them to be able to support school leader development in these domains.
- A consideration of the timing of the training and education of school leaders: pre-service or (as it currently is) post-appointment.
- There are some words and phrases the differences between which need to be clarified and introduced into the Czech terminology, for example, “responsibility” and “accountability”, “efficiency” and “effectiveness” and trainers need to incorporate these into their activities.
- In order to improve the quality of education received by students, the role of the school leader is essential in establishing a culture of effective learning and improvement in the school and in effective monitoring of the same. There is much to do and the status quo cannot be acceptable. Laws need to be changed to effect the changes and there needs to be a clearly-established monitoring authority to evaluate and recommend appropriate support mechanisms for school leaders and their teachers.

» *Career system development*

As the partner of Ministry of Education, Youth and Sports in a national project, the National Institute for Further Education (NIDV) is co-managing the development of a new career system for Czech teachers and school leaders. Currently, there is no sophisticated system of career development in the Czech Republic and it is possibly one of the reasons why the profession of a teacher is not very attractive to graduates.

The new career system will enable teachers and school leaders to plan their pedagogical career and their professional development their own way. Currently, they can carry out special roles at school (e.g. co-ordinator for ICT, co-ordinator for environmental education). In the proposed career system, they can additionally, or alternatively, develop their competencies in teaching.

The career system will have four stages (beginning teacher, teacher, teaching expert in pedagogical theory and practice, teaching expert in andragogy and in pedagogical

theory and practice). To reach the higher stages in the career system, teachers have to demonstrate the competencies necessary to achieve that level. A personal, professional portfolio will enable teachers and school leaders to collate their achievements (including professional development) for expert attestation. Teachers who would like to apply for the position of school leader should minimally obtain the third stage in the career system which means that they should be experts in pedagogical theory and practice and they should have at least six years of experience.

One part of the national project is focused on the development of a set of national standards for school leaders, which incorporate the competencies necessary for school leadership. The Central European Competency Framework for School Leaders (Central5) will form the foundation for the Czech School Leader Standards.

The Long-term Strategy in Education and Development of the Educational System in the Czech republic for the years 2011 – 2015 declares that it intends to create a new system of selection, training, assessment and professional development of leaders of kindergartens, elementary and secondary schools (by 2013). To achieve the above, it will among others:

- improve the quality of training and professional development of school leaders (introduction of career system with three grades) by e.g. increasing the amount of managerial practice, sharing examples of good practice, support of in-service training of school leaders etc.
- introduce a system of evaluation of school leaders relating to the fixed term appointment; propose a system of recruitment and selection of school leaders

The McKinsey Report (2010) points out that school leaders are rarely evaluated by their employers and that where it does happen the process of evaluation is neither regular nor systematic. School governors assess the quality of the school according to the reports of the Czech School Inspection, the financial results, the appearance of the school, the qualifications of the staff and the materials which present the school to the public. Out of 17 assessment criteria, the quality of education was placed at 13th.

The Central European Competency Framework for School Leaders (Central5) which puts learning at the centre of the role of the school leader will cause the governors to review against clearer criteria but there will, resultantly, be a need for training of governors in the selection, recruitment, support for professional development and evaluation of school leaders and their own role as quality assurers.

These adaptations to the national scene in the Czech Republic may be seen as a direct result of involvement in the development of the competency framework.

» *Learning*

Involvement in the process has clearly identified areas of omission from the current Czech requirements for school leadership training. That the competency framework has been largely accepted as reflective of the actual (though demanding) role of the school leader bodes well for the changes outlined above.

The need for a clear and purposeful vision and a shared sense of direction is not only an element of schools but also through the project was a reality.

In a sense, the competencies identified in the project are also those of any good organisational leadership and management.

Finally, with determination and a creative approach to problem-solving coupled with respect for others, all things are possible.

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7.3 Hungary

edited by Nóra Révai

In Hungary the competency framework was adapted in two very different training institutions in two very different ways. To help the interpretation of these processes let us first give some details on the national context by shortly introducing the system of school leader training in Hungary.

7.3.1 National context

» *Training of school leaders*

In the two decades which have passed since the change of régime, leadership training has gained an increasingly important role in teachers' in-service training, and school leaders receive serious theoretical and practical training which prepares them for various methods of participative and efficient leadership.

Currently, a leadership qualification is not a pre-requisite to being appointed as

school leader but it will be from 2013, for which the legislator allowed several years of preparation. Consequently, some of the current school leaders are not necessarily up-to-date about organisational culture despite the fact that, since 1990, a large number of leadership training courses have been launched in Hungary (2 to 4-semester-long, to be obtained as a postgraduate qualification at higher education institutions, or at shorter courses, training etc.). The laws define the process of becoming a school leader with regard to qualification, professional experience and the nature of employment. Concerning qualification, a qualification as a teacher and a pedagogical professional examination (which provides a postgraduate qualification obtainable at a four-semester course at higher education institutions) are required. Moreover, from the second term of leadership appointment a qualifying examination in educational leadership is equally required. As for professional experience: it is necessary to have at least five years of experience as a teacher (it can also be in education management or from pedagogical professional service provider activity); whereas the nature of employment prescribed is a long-term (indefinite term) teacher's contract with a given school.

The most popular educational leadership courses are the four-semester courses offered by higher education institutions which ensure the qualification prescribed by the law. Besides these courses, however, an increasing number of training courses organised outside the school system are also available. These usually prepare participants for certain aspects of leadership work or focus on developing certain leadership competencies.

» *Two training institutions*

Let us now shortly introduce the two institutions in which the competency framework was adapted. The Hungarian-Netherlands School of Educational Management (HUNSEM) was established in 1998. Based on a Dutch model, this school was among the first leadership training institutions in Hungary. It has been serving the development of the educational leadership with success and has a very good reputation and thus attracts students from the whole country. It is known for being modern and innovative, offering various training courses including qualifications prescribed by the law and courses aimed at more specific competency development.

The other institution is the *University of Debrecen Institute of Educational Sciences* that after many years re-launched its leadership training course in 2012. The training course that this institution offers is a four-semester course (120 ECTS) prescribed as a requirement for becoming a school leader from 2013. The course is completely new as are its content, the trainers and its legislative background.

7.3.2 Adaptation in HUNSEM

Tibor Baráth, Györgyi Cseh

Considering the very different nature of the two institutions, the focus of the adaptation was also different. In HUNSEM, the main focus was on the development of (one specific) course by carrying out a comparative analysis of the programme of the course and the competency framework with the help of a measurement tool (RDA). This was followed by formulation of recommendations for development.

» *HUNSEM's training programmes*

In all specialisations, the duration of the training is two years (four semesters), and the number of instruction hours is 360. The programme and the content of education in the first year is the same. This is the foundation phase, and the number of instruction hours is 195. The second year consists of specialised courses that are in line with the chosen professional orientation. This is the specialisation phase, and the number of instruction hours is 165. The education takes place in modules, that is, subjects that are clustered into thematic groups. This enables the flexible harmonisation of the educational content with the professional requirements stemming from the priorities of educational policy. The training is based on a credit system. Building on a common foundation phase, specialist qualification can be acquired in a new specialised area in one year. The training culminates in a final examination and a final thesis. In all specialised options, the form of education is distance learning. There are 2-3 days' intensive courses for 3-5 times in each semester. If following the one-year-long foundation phase, the institute offers specialised in-service training programmes and specialist qualification programmes.

» *Description of the adaptation process in HUNSEM*

The process of adaptation consisted of a survey whose focus was to determine to what level HUNSEM's school leader training activities support the development of competencies as defined by the Central5. The survey was built on an analysis of the detailed professional documentation of HUNSEM's particular courses and on the results of focus group interviews made with the purpose of studying the actual operation. The participants of the focus group were selected from students and instructors from the course.

For the purposes of the survey the Role Diagrammatic Approach (RDA) measurement tool was used. As a first step, the training documentation (training objective, modules, course descriptions) were inserted in RDA, and a first training profile was thus produced. The second step consisted of the analysis of the focus group

interviews, as a result of which a second profile was set up. Finally, the two profiles were combined in a weighted system and a composite competency profile was created. It is this profile that was compared with the Central5's profile (see Chapter 6 for further details on this latter). The last phase of the adaptation process was the formulation of specific recommendations with regards to the training course.

» *Results of the adaptation*

In the following, we will first review HUNSEM's mission and quality policy and then introduce the three profiles.

The mission of the HUNSEM

- The primary aim and task of the HUNSEM is to enhance the sphere of management training and management development of the country.
- To contribute to the increase of the efficiency of public education through management training and development.
- To promote the incorporation of the international innovation experiences, the results of national and international research into national education management.
- To strengthen the relations between the secondary and tertiary education.

Quality Policy of the HUNSEM

- Based on national and international experiences and results of scientific research, we have constantly been improving the educational contents of our training programmes.
- In accordance with the changing needs of the national educational system, we have permanently been extending the choice of our courses.
- We have promoted the dissemination and application of modern methods of adult education.
- We support the principle of lifelong learning with the content of our training and applied methods.
- We build up our education programmes on modern management theories.
- Our training programmes are practice oriented; we offer opportunities for acquiring experiences in a wide spectrum of the education system.
- Through our education programmes, we wish to contribute to the on-going renewal of the basic teacher training by applying mainly indirect methods and instruments.
- We constantly provide professional in-service training for our instructors on both national and international level.
- Based on the assessment of students' needs and satisfaction, we constantly improve the efficiency of our organisation.
- We ensure that all instructors and students get to know our quality policy.

Having read HUNSEM’s mission and quality policy, it becomes clear that content of public education is central to the focus. Keywords, such as *modern higher education methods, life-long learning or practice-oriented education* do already emerge. Looking at the educational objectives and requirements of some of the school subjects we get a fairly similar picture: insufficient skill and competency development objectives and too much „familiarise, know, have an insight, be capable, apply” approach among the requirements.

In the following, HUNSEM’s training profile is presented.

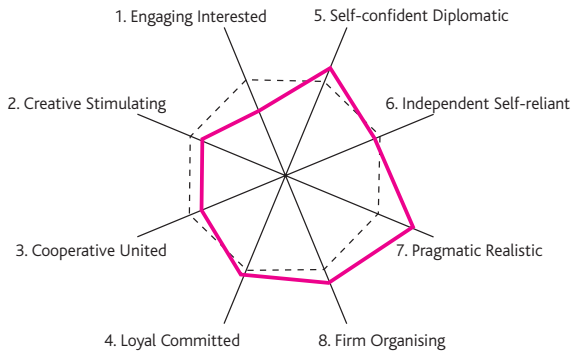


Figure 18: Basic course and management training aggregate profile (based on training documentation)

Keywords: Leader, Content-oriented, Stable, Pragmatic, Firm, Organiser, Self-confident, Assertive, Loyal

The profile based on the documentation describes a leader who is highly pragmatic, very firm, who never gives up things, who carries out his/her duties systematically and who is able to organise his/her work well. This person primarily focuses on content, legal compliance, adherence to regulations and accurate handling of financial matters. He/she is loyal to the organisation, ready to fight for the institution and for the job of the teachers; he/she is, however, not co-operative and has no focus on colleagues, students, strategies, future and the ability of motivating or stimulating others. (see Figure 18)

» Findings of the focus group interviews

In order to refine the profile based on the documents, we organised a focus group interview with students and instructors. Students were selected in a way to ensure adequate representation of those who finished training at HUNSEM years before and most recently, as well as those still attending. The majority of the instructors have been

teaching at HUNSEM for some time (many years) but there were teachers who only started not so long ago. We considered it important to involve training organisers who meet the students often; they are the ones who assist them in all matters and who collect the evaluation sheets. HUNSEM's director, however, was intentionally not invited in order to avoid any influence on participants by his presence.

What the instructors and students had said in the interviews confirmed the targeted vision of a highly professional, proactive and responsive leader. The objective of both the creation and the practice of the training is to enable the graduated professional to become successful in his/her micro-environment and gain a leadership efficiency which is reflected in the learning results too. These are fundamentally represented in the documentation also. The image shaped about the actual training practice further refines the fulfilment of success criteria. Some of the instructors mentioned that the instructors' knowledge of methodology has proved to be insufficient in delivering certain classes. This fact together with the characteristics of the training (10-hour consultation, several locations) impose limits on flexible class planning, hindering the implementation of goals. For this reason, strong emphasis is put on pragmatic thinking both by instructors and students. This is manifested in the fact that knowledge is mainly applied on the individual's level, while team members rarely share their experience in an organised way.

There is added value in the training which is not reflected in the documentation. First, the approach used in the training is to achieve a wide, human-centred education which helps course graduates perform their work. Second, it views leaders from a perspective that takes into account his/her own capabilities, intentions or position. Third, teams are forged during the courses and strengthened especially during the training sessions; this provides a community experience and prolongs the effects of the courses for a long time.

The most important observations were related to the following areas:

- methodology skills of the instructors and setting framework/adherence to such framework;
- lack and method of feedback;
- the assessment was not aligned with the quality of the delivered curricula;
- the presence of HUNSEM's principal at the start and milestones of the training;
- clarity and transparency of the process.

Instructors and students did not necessarily have the same perception of the situation. Despite the above issues, students felt very positive about the training,

most of the instructors, the usefulness of what was learned and the changes in their perspective. At the same time, instructors were very critical about themselves and other instructors.

As the recommendations voiced during the focus group interviews were not in conflict with the recommendations that could be assessed on the basis of the profile, we have integrated them in this material. This was done in the following way: participants of the focus group articulated a set of shared expectations relating to their job as a leader after finishing the course, as envisaged by the students. Based on this set of expectations, we built a profile and combined it with the other profile. Naturally, what we got is only an on-the-spot, “quick profile” that does not necessarily support far-reaching conclusions, but it reflects the participant’s expectations fairly well.

Common set of expectations towards the school leader:

- problem solver
- creative
- familiar with the law
- decided
- ready for compromise
- can handle conflicts
- embedded
- integrating
- positive
- active
- diplomatic
- flexible
- adaptive professional leader
- structured
- focuses on children
- strategist
- proactive
- team player
- self-developer
- has a vision
- system-minded
- tolerant
- supportive
- relation builder
- determined
- self-reflective
- optimistic
- cooperative
- self-consistent

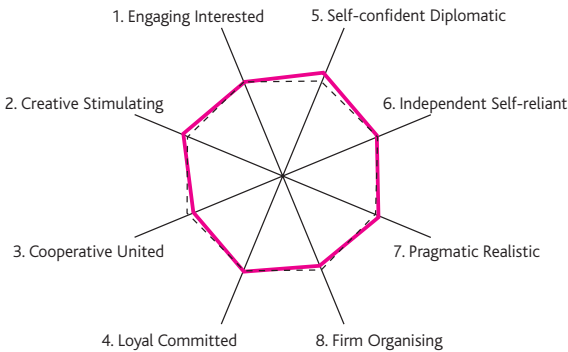


Figure 19: Profile based on the set of expectations

This person is a leader, who is first of all independent, self-confident, pragmatic and able to stimulate, motivate others. He/she is dynamic and content-oriented, yet close to relationship-focus too; he/she is able to use his/her skills and capabilities in a balanced way (see Figure 19).

» *Composite training profile*

Based on the focus group interviews, all items which were not included in the documentation but were brought up with consensus of all participants have been added and weighted into the profile. This served well to refine the profile but basically left its character unchanged, as described below.

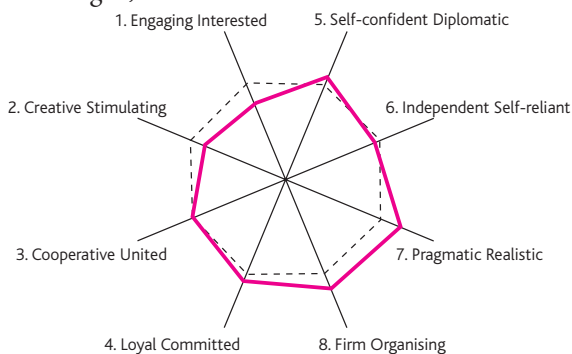


Figure 20: Training profile of the Dutch-Hungarian institution leader and middle manager, in-service pedagogical qualification course. Conformity with the basic course profile: 96.68 %
Keywords: Leader, Content-oriented, Stable, Organiser, Pragmatic, Firm, Loyal.

The profile describes a professional who is highly capable of planning and executing processes step-by-step. He/she is outstandingly pragmatic and excels in using his/her knowledge in the practice. He/she pays attention to the given circumstances and strives to make operations smooth. As a leader this person thinks pragmatically; he/she is committed to the objectives of the institution and does not avoid conflict. His/her self-confidence enables him/her to manage people in a determined way and to execute the processes systematically. He/she has a clear understanding of regulations and adheres to agreements. He/she is loyal to the organisation and openly conveys its values. (See Figure 20)

From the aspect of “deficiencies” found in the profile itself, this is less the portrait of a professional who is attentive to others, able to stimulate or motivate people, nor does he/she have an optimistic vision of the future.

Let us see if this fulfils the essence of the motto on HUNSEM’s website: “To impress others you must be ready to be impressed by others.” (author unknown.) The citation itself is interesting because HUNSEM, according to its own communication, wishes to put more focus on the development of skills and capabilities as well as on the transformation of attitudes and motivations. The most important proof of this intention are the three T-group training courses HUNSEM students attend, where their self-knowledge, skills and capabilities are developed through experiential learning. In fact, there are three things worthy of comparison after the first version of the profile has been created: the profile made on the basis of the documentation, the results of the focus groups and the message HUNSEM communicates. HUNSEM’s courses provide more than what the documents indicate, but the training does not live up to the image it communicates.

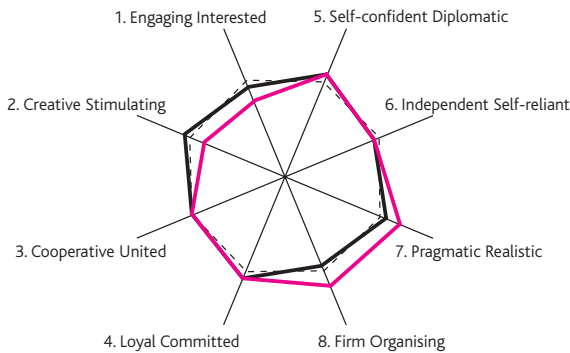


Figure 21: Relation between the training profile and the Central European framework

Keywords: Relation of HUNSEM trainings’ profile (red) and the standard Central European profile (black)

The profile assessed in the ICSL project provides guidance and is at the same time an experiment to identify the common qualities school leaders of the various countries should possess to be able to operate their institutions efficiently, with adequate attention paid to learning results too.

The profile indicated with black colour apparently shifts upward by comparison to the HUNSEM-analysed training profile shown in red. This difference is significant and shows a tendency. With the characters and objectives of HUNSEM’s training in mind, however, the intention to bring the two profiles closer to each other is obvious. It is to be noted here that the objective is not to transform the training to conform to the Central European profile, but the curriculum needs to be extended with a module that enables better adaptation to the (micro)environment (school culture and climate). This is of utmost importance for a school leader.

Apparently, the vertices nearly coincide on four semi-axes (3, 4, 5, and 6). With consideration to the fact that HUNSEM's training has a much longer past than the international concept, these values indicate a forward-looking, proactive education development. HUNSEM's course descriptions usually follow the traditional, academic descriptions, with less focus on methodology and competencies to be developed. Semi-axes 7 and 8 show extremely high values as a result of a practice-oriented approach and a capability to adapt theoretical knowledge as an outstanding feature. (See Figure 21)

» *Recommendations*

Based on the survey and on the comparison, we have grouped our recommendations around two fields. One group of recommendations focuses on the development of the in-service pedagogical qualification courses, while the other group is related to the organisational development of HUNSEM itself. The recommendations for training course development are listed in detail below; those for organisational development are only summarised in brief.

Recommendations on training development

HUNSEM's training programmes stand out from other similar training available in the country not only in their approach and usefulness, but also in their efforts for continuous development and improvement of quality. The present recommendations intend to support this development.

The first issue to deal with was the discrepancy between the objectives of HUNSEM's training and the course and module descriptions. While certain elements seem to be part of all course description as evidence of the authors applying the training objectives when planning the course, it is not always clear, however, how an individual course is aligned to the whole programme. Further, little can be learned about how HUNSEM's unique approach is presented in the methodological planning of the courses. As a result, the student or the potential client has no access to key information which might otherwise influence their decision: the teaching methodology applied in the course can be decisive for a student's basic attitude, his/her approach towards the course and thereby towards the entire training programme.

Recommendation 1:

Based on HUNSEM's existing professional training development logic, competencies required for leaders need to be reviewed, training objectives and competencies to be improved should be set accordingly; curricula and applied methodology need to be aligned with these.

Recommendation 2:

It would be useful to draw a matrix of training objectives and classes to help identify which classes contribute to which objectives.

The same should be done for competencies to be improved and course classes should provide a clear message to every instructor on what competencies could or are expected to be improved in the course of a particular class.

Recommendation 3:

Making training objectives explicit for course participants may help clarify in advance the nature of the course's elements, method of assessment and the objectives of the activity.

Recommendation 4:

After admission to the training, a survey should be made on students' motivation, existing knowledge and goals, or ask for an essay about these questions upfront. This could even be made a pre-requisite for registration. It could also be a means by which training may be increasingly personalised.

Recommendation 5:

Improve the management of human resources involved in the training, increase the focus on people (teachers and students), raise the proportion of tasks that strengthen positive attitudes towards people, test the tasks that relate to these objectives, introduce a system of analysis of feedback and reflection.

Dissemination of the content of the Central5 in relation to open communication and open attitudes should be encouraged. There are certain types of tasks (such as challenges in communication training, video analysis of simulated situations, marketing plan creation and testing or implementing activities) which may be used to help the course graduates develop a more flexible, a more open and direct relationship with people, and this will influence the institutional communication as well. Even in the case of the knowledge-based classes, it is advisable to increase the focus on people (teachers, students, parents, etc.).

Recommendation 6:

Support network communities, either by using social network pages or distance-learning interfaces. For courses where these are relevant, it is worth integrating these community elements purposefully.

Training has strong community-building power, which to begin with is a peripheral

outcome but, by building upon and facilitating this activity, it is possible to create more structured networks that are linked to the training and offer reciprocal support.

Recommendation 7:

Opportunity to support individual learning paths within a course. Facilitate and enhance information sharing within the team.

Students arriving from diverse environments have different experiences; a task which means a challenge for some of them may easily be just good practice for others. On the other hand, some students may have a special interest in a particular subject. This is why it is worth supporting dialogue within student teams as well as putting special emphasis on individual opportunities.

Recommendation 8:

Strengthen relationship-orientation and dynamism; appealing, attentive behaviour; include optimistic attitudes and the ability to inspire into the training methodology.

- Create a management network
- Address relationship-building and its usage (with institutions, parents, etc.) in the course
- Practice active listening and improve questioning techniques in class
- Apply co-operative techniques and project methods beyond classic teamwork
- Motivation (inspiring colleagues) may either be addressed as an individual course subject
- Let students try and practise how to convince others, use switching perspective exercises. It would be important to discourage the culture of complaint.

» *Recommendations for Organisational Development*

We shall not here make any detailed recommendations for organisational development. Below, we list the basic topics they affect.

Recommendations affecting the organisation globally:

- Revision and transformation of institutional strategy due to changes in external conditions (e.g. statutory regulations, competitors).
- Awareness-building and use of the HUNSEM brand

Part of the recommendations refers to trainer development:

- In-service training for instructors on methodology
- Compilation of instructor textbooks with recommendations on methodology
- Development of the quality assurance system of instructors' work
- Development of the instructor community

Another part affects course organisation:

- The use of a distance teaching toolkit, along with the introduction of an incentive scheme
- The introduction of management coaching for graduate students
- Modification of consultations according to needs.

7.3.3 Adaptation at the University of Debrecen Institute of Educational Sciences

Magdolna Chrappán, Edina Kovács

At the University of Debrecen the head of the Institute of Educational Sciences reflected on the potential uses of the competency framework in a new training course and identified directions of development that could be based on the framework.

» *Training programme at the University of Debrecen*

Public educational leadership training at the University of Debrecen is completely new in terms of its legislative background, content and tutorial staff. Due to this reason the actual application of the Central5 is rather a plan and not so much an empirical fact. Initial testing, however, confirmed that the system is suitable for and worthy of further implementation.

In order to understand the options for adaptation, it is important to examine some of the circumstances. The leadership training required as compulsory criteria of appointment for public educational leadership is defined by law, but it only allows for a two-semester 60 ECTS course and, as for its contents, it puts actual knowledge on the operative management of the institution to the forefront. This means the contents do not focus on the competency areas that cover the entire framework; it is rather the competency area, *Leading and Managing the Institution*, and particularly the knowledge dimension that receives major emphasis. The proportion of actual personal competency development training remains low and the development of skills and attitudes cannot be sufficiently effective within this limited timeframe and the small number of lessons.

The consequences of the above circumstances, with respect to the competency framework, are thought-provoking and suggest recommendations for the educational system. It would thus be worthwhile to modify qualification and output requirements in order to align them better to a modern requirement system. While, on the other hand, it will be important to convince potential partners (providers, institution leaders) to complement compulsory training with constantly-renewing, competency-specific add-on courses. These recommendations may also be supported by research

data which prove that leaders who participated in personal competency development programmes can perform their job more successfully.

» *Description of the adaptation possibilities*

In the following, we will look at the options becoming available for the adaptation of the framework in leadership training programmes (professional in-service pedagogical qualification courses in the field of public education management).

The framework may function as a general target, when each course defines the competency elements it aims to develop to different degrees (high, average or low). This option was not implemented at the beginning of the training, only envisaged, taking into account that stabilisation of the training content and the tutorial staff is currently in progress. A systematic transition to framework-based training may take place in the forthcoming year, on the basis of initial experiences.

Another possibility is, within the training programme shaped in accordance with the law, to dedicate certain courses entirely to the development of a given competency area. This involves various targeted development trainings that will take place in the next semester, in the domains, *Leading and Managing Self*, and *Leading and Managing Learning and Teaching*.

The framework can be adapted directly, for example, where the framework itself is introduced to students at certain courses (primarily in connection with organisation management); we can make them aware of possible development areas, thereby generating demand for further training. One way of doing this is vignette-making, performed as a compulsory task. Students collect situations for all five competency areas and then reflect on them. We will address the options for applying vignettes in training programmes at a later stage.

An indirect development option may be the mapping and analysing of competency areas by students individually, for example, in the form of personal tasks, theses or research projects. This could provide an insight – among others – whether there are any typical shifts of emphasis and efficient or less efficient (nota bene, necessary) competency patterns for leaders at different types of institutions operating in different micro-social or provider environments and facing different expectations. This topic relates to one potential development trend of the competency framework: it may be the case that context-dependence of leadership should receive stronger emphasis. Practically, this means more vigorous preparation of the leader to understand that in the course of managerial operation (objectives of the organisation, management tasks and evaluation procedures) the role of the school leader shifts between that of a future-oriented strategist, a creative manager and an executive middle manager; specific

competencies are required for deciding which one of these should prevail and in what situations.

An important trend of adaptation is using it as a starting point for research. Several research projects may emerge; a part of these may be connected to the centralisation of education, currently taking place in Hungary. Based on the situation in Hungary today, it would be highly important to have an overview about the consequences on managerial responsibilities and behaviour if the public education system is brought entirely under state control; how will this affect the relationship of the leader with local society and employees, or the freedom of the leader to act within the institution, etc.

As referred to previously, the framework may serve as a foundation for target-oriented, thematic, in-service training as well. An in-service competency development training system could be established beyond minimal compulsory training time and development options:

- for development of individual competency areas,
- depending on leadership experience and adjusted to the levels of personal expertise and experience. (It is worth mentioning at this point that competencies should definitely be levelled in the system, as the competency efficiency of new and experienced leaders is not identical. This should be taken into account not only in expectations, but also in the development – like the competency performance of starting and experienced teachers are also different);
- for special training conducted on the basis of personal competency diagnosis (e.g. communication training, sensitising training, decision development training).

Training modules based on the competency framework are not only relevant in leadership training, but also in teacher training programmes as well. Tutorial work is a leadership situation in itself, therefore “reconfiguration” of the competency framework to typical teacher leading roles would enrich the tutorial competency system with consciously-defined leadership competencies, while it would also help students to solve management situations more effectively. Management modules could at the same time provide a kind of preliminary self-evaluation for students and this might also serve as a provisional leadership competency forecast factor for later providers.

» *Adaptation options of vignettes*

When speaking about adaptation options of the framework we have addressed in detail the use of vignettes that complement the framework.

In order to identify students’ development areas, data collection has already been started in this semester. This work has been defined in the dimension of existence or

lack of competency: they had to describe situations where the existence of a given competency proved helpful to efficient leadership, or its lack was hindering it. Vignette-making will be continued in further phases planned. Some possible aspects include: breakdown and analysis by knowledge-skills-attitudes; case collection for the school's function system, various management tasks and leadership roles; or vignette-making is possible even in connection with interpersonal events or conflict-focused issues. Beyond raising the awareness of students regarding the competency system, the advantage of this task is that the existing collection of vignettes may function as a development tool either in the latter part of the training, or in case of new groups as well.

A possible application area of vignettes collected is the elaboration of a leadership competency evaluation system which can be used for the assessment of the initial state. Vignettes derive from daily practice and can also be interpreted as a means for raising questions or problems. They probably require complex solutions in this context, while the five areas indicated in the competency framework intertwine in the course of solving individual cases. On the other hand, there is a way to compile another collection whose elements cover all five areas: for example, to solve a question, skills in *Leading and Managing Others* or skills in *Leading and Managing Learning and Teaching* are to be mobilised in the first place, and for another question, skills in *Leading and Managing Self* are needed, etc. In such cases vignettes serve problem-raising and require essay-type solutions. It is the leader's task to find a solution for the vignette-based problem, make a decision, or a recommendation.

The use of vignettes in this framework may mean the adaptation of a part of the several existing structured practices in school situations, aiming to present school leaders such problem cases during the training, with which they are familiar and which could be connected to their daily practice. This can increase the efficiency of experiential learning: reflections on a person's own behaviour are phrased in a familiar context, making it easier to transform the tested new solutions, so they serve better the change of behaviour. The advantage of a reflective approach is that it takes into consideration the emotional component of changes, that is, thoughts and emotions both play a central role and contribute to recognising and promoting the change in the affective components of behaviour. All in all, vignettes model real situations and thus constitute clearly an invaluable element of the educational process.

7.3.4 Conclusion

On the whole, the adaptation of the competency framework in Hungary has been inspiring for all who were involved in the process. It has contributed to the rethinking of the training programmes by providing a special and highly relevant point of view: what competencies do stakeholders in Central-Europe consider as necessary for being a successful leader in the 21st century. In HUNSEM the analysis resulted in the formulation of some very concrete recommendations as to the improvement of the training and of the organisation. At the Institute of Educational Sciences, University of Debrecen the director showed great interest towards the Central5 and started to work out various forms of applications, with special regard to the use of vignettes. Besides the above-described processes a more extended use of the framework has been launched. A self-evaluation questionnaire based on the competencies of Central5 has been developed and tested in two different ways (see details in Chapter 8). All in all, the Hungarian adaptation proved that there is great potential in using the framework as a tool to improve school leadership.

7.4 Slovakia

7.4.1 Position of a school leader within teacher career and continuous education systems

Alena Hašková, Vladimír Laššák

The conception of teachers and school leaders' professional development is an integral part of the Teacher's Law No 317/2009, the law on pedagogical and professional employees. The law defines particular categories of teachers and their career system, including the system for the continuing professional development of teachers. Besides that, it sets also the intent and roles of the professional standards. The career system is based on a system of career grades and career positions (*Table 18*). Graduation in this system is conditioned by the requirement to develop and increase professional competencies and leads to better financial reward and higher professional status for teachers.

Career path	1. Career path Standard level of competencies	2. Career path Expert competencies			3. Career path Experts and managerial positions
4. Degree			Teacher 2nd Attestation	→ Credits (maintaining competencies)	Teacher-expert or managerial position
3. Degree		Teacher 1st Attestation	→ Credits (Attestation exam)	→ Credits (maintaining competencies)	Teacher-expert or managerial position
2. Degree	Teacher	→ Credits (Attestation exam)	→ Credits (maintaining competencies)	Credits (maintaining competencies)	Teacher-expert
1. Degree Beginning teacher	→ Adaptation training				

Table 18: Relations and connections in the career system

Career grades show the degree of verifiable mastery of professional competencies in different areas of teaching and performance demonstrated through an attestation examination. The career grade sub-system consists of the following: a beginning teacher, teacher, teacher with first attestation and teacher with second attestation.

Career positions categorise teachers according to the functional positions that they serve at a school or an educational facility. In this sub-system teachers can be in the career position of an expert (class-teacher, expert in education, career advisor, leading teacher, co-ordinator of ICT, head of subject group, etc.) or a school leader or deputy school leader (managerial positions).

The continuing professional development (CPD) of teachers is based on a credit system and is linked with an appraisal and remuneration system. Via this system, teachers can obtain credits mainly for the completion of training programmes accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic or for creative activities, formal or informal education, publishing activities, etc. After obtaining 30 or 60 credits, they can apply for an increase to their basic salary in the amount of 6 or 12%. Credits apply for seven years. A pre-condition to gain a career position (a teacher expert position or a managerial position) is the completion of specialised or managerial education or training. This is done through in-service training centres or universities which have to have appropriate accredited programmes.

Requirements for the particular teacher career grades and positions, including the position of a school leader, are set through a system of professional standards. The development of standards is the subject of a national project, *Professional and career*

development of pedagogical employees (2009–2013), which is being managed by the Methodological and Pedagogical Centre, an institution under the auspices of the Ministry of Education, Science, Research and Sport of the Slovak Republic. The main goal of the project is to create an efficient system of continuing professional development for teachers and professional employees of schools (school specialists/experts) with a focus on development of their key competencies. The first project activity is focused on creation, innovation and implementation of professional standards and tools of professional competency assessment. Other activities within this project focus on assessment of teachers' educational needs, the creation and accreditation of CPD training programmes, the publication of study resources for teachers and the realisation of teachers' training.

The proposal of the system of professional standards is already elaborated for three career levels of teachers (teacher, teacher with first attestation, teacher with second attestation) and also for the particular categories of the career positions, including the category of the school leader career position. The grading of professional competencies in the particular teacher career grades is based on three basic rules:

- definition of competencies in three dimensions (the child/pupil, the education process, the teacher),
- each competency is characterised by its pre-conditions in terms of relevant knowledge and abilities, and supportive evidence,
- the higher grade in the teacher career system introduces only those indicators which are specific for this grade, i.e. which characterise the appropriate higher achievement of the relevant competencies in their more demanding actions (competencies at the lower level are automatically considered as assumed components of the competencies of the career system higher grade).

The professional standard for the career position of a school leader comprises professional competencies separated into four dimensions:

1. Legal, economic and conceptual school management
2. Management of educational processes at school or school-service institutions
3. Personnel management
4. School leader.

Following the main mission of each school (which is to educate), as an example of the preliminary proposal of the professional standards for a school leader, we present below the content of the dimension, "Management of educational processes" (*see Table 19*).

Dimension: Management of educational processes at school or school-service institution

Competency: to manage creation and innovation of school educational programme

- Pre-conditions:**
- knowledge of the two-level curriculum model
 - knowledge of the methodology of school educational programme creation and innovation
 - ability to manage school educational programme creation and innovation
 - ability to plan resources necessary for school educational programme execution (implementation)

The competency evidence:	<p>A school leader :</p> <ul style="list-style-type: none"> • sets purpose of the school in co-operation with employees, parents and partners (school stakeholders), • defines quality expectations and sets educational goals of the school together with the teachers and professional employees of the school or school service institution, • manages process of selection of educational strategies which guarantee development of pupils' competencies, • manages work of teams which create the educational programme of the school or school-service institution so that: <ul style="list-style-type: none"> • it would be in line with the state educational programme, • it would take into account pupils, students, parents, higher level schools, employers and other subjects' needs, • it would be in line with the concept and strategic development plans of the school, • it would be in accordance with the affordable school resources (material, personal, technical, financial, etc.).
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Competency: to manage implementation of the school educational programme

- Pre-conditions:**
- knowledge of methods and tools of educational process analysis
 - ability to define key processes necessary for school educational programme implementation
 - ability to monitor school educational programme execution
 - ability to assign preconditions and resources for school educational programme execution
 - ability to manage and lead advisory committees and working groups of the school

The competency evidence:	<p>A school leader :</p> <ul style="list-style-type: none"> • defines and tracks processes leading to expected quality of education at school, • initiates and supports effective exchange of experience and cooperative learning among teachers in schools to increase quality of learning and teaching processes, • analyses and evaluates educational processes regularly and initiates and realises necessary improvements and changes, • investigates satisfaction of pupils, students, parents and teachers with educational processes and ways of the school leading and management, • creates conditions for school educational programme execution and manages advisory bodies and working groups at school.
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Competency: to manage self-evaluation of the school educational programme

- Pre-conditions:**
- knowledge of the theoretical principles of evaluation and self-evaluation,
 - ability to develop system of self-evaluation for school and school educational programmes,
 - ability to set goals and criteria for evaluation of educational processes and teaching and learning outcomes,
 - ability to develop self-evaluation plans for school and school educational programme,
 - ability to evaluate educational processes and learners' outcomes in relation to stated goals,
 - ability to suggest improvements and changes in the school educational programme.



» » Dimension: Management of educational processes at school or school-service institution	
Competency: to manage creation and innovation of school educational programme	
The competency evidence:	<p>A school leader:</p> <ul style="list-style-type: none"> • chooses areas of self-evaluation, goals and related indicators in close cooperation with the teachers and school staff members, • decides on appropriate methods and tools of self-evaluation, • approves self-evaluation plan, • creates, supports and prerequisites the work of self-evaluation teams, • takes appropriate measures and decisions to reach the goals of the self-evaluation on the base of actual findings and results, • evaluates the effectiveness and efficiency of realised interventions to increase the quality of education in long-term perspectives.

Table 19: School leader competencies in the dimension, "Management of educational processes at school or school-service institution"

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7.4.2 Competency profile of a Slovakian school leader

Alena Hašková, Miriam Bitterová, Vladimír Laššák

As it has been mentioned in Chapter 1 that the ICSL project follows the results of the project *School Leadership for Effective Learning* (2010) the aim of which was to develop national school leader competency profiles that might serve as a basis for leaders' selection and further training. To develop these profiles a methodology based on the use of the RDA was utilized, similar to the one used for profile creation introduced in Chapter 6.

Within the ICSL project the research data were collected by means of a questionnaire the respondents of which were school leaders and deputy school leader). The questionnaire employed consisted of four parts, representing four different areas of school leader competencies: management, general level of power and management, level of significance and typicality of different activities performed by school leaders and school leaders' personal characteristics, including moral aspects. The final competency profile of Slovakian school leaders, created from the data obtained from these questionnaires, is presented in the figure below (*Figure 22*) compare this with the grey line of the Slovakian ICSL competency profiles presented in Figure 16, Chapter 6.2.4).

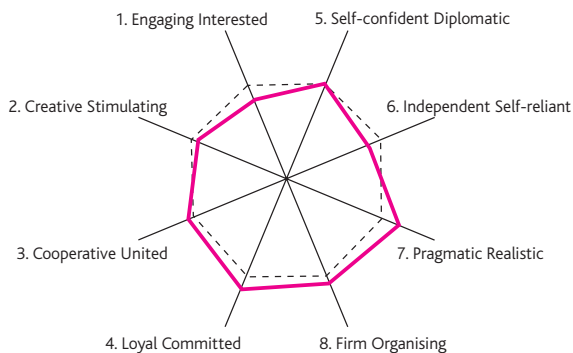


Figure 22: ICSL competency profile of a Slovakian school leader

Source: Abari-Ibolya – Baráth: Improving School Leadership in Central Europe, p. 78

In Slovakia, the ICSL project was further linked with the national project KEGA 179-013UKF-4/2010, *Model of Optimization of School Managers Training at Higher Education Institutions* (2010–2011). The link consisted of the identification of the items within selected parts of the ICSL competency profile of the Slovakian school leaders (ICSL project) which the school leaders in Slovakia consider to be the most

important for productiveness and efficiency in their work (KEGA project, Bitterová, Hašková, PISOŇOVÁ et. al., 2011). The selected parts which we focused on were management competencies and leaders' personal characteristics. The overview of the items incorporated in each of them is presented in Table 20 and 21. The research sample consisted of 93 school leaders (school leaders and deputies). The school leaders – respondents of the questionnaire survey – assessed the importance of the particular items by means of a four-point scale. Results of the statistical processing of the corresponding research data are summarised in Table 21 and Table 23. The values of the used scale represent the assessments: 0 – not important; 1 – less important; 2 – mostly important; 3 – very important.

A. MANAGEMENT AREA	
1. Strategy Creation Sphere	
SC1	Elaboration of conception of further school development and implementation of the common school vision
SC2	Creation of motivational strategies based on shared values of the school
SC3	Sustainable development ensuring
SC4	Proactive approaches aimed at goals, processes and results of the school
2. Teaching Process Administration Sphere	
TPA1	Creation and development of learning environment effective for pupils/students' learning
TPA2	Determining high expectation from both pupils/students and teachers
TPA3	Accepting personal responsibility for the teaching process quality
3. Sphere of Ensuring and Managing Development of the School as an Institution	
MDS1	Creation and development of an organisational structure in accordance with the school goals and strategy
MDS2	Clear distribution and delegation of responsibilities and powers, clear tasks distribution
MDS3	Creation of safe environment supporting learning processes with orientation to the future
MDS4	Promotion of school culture supporting common cooperation and change introduction
MDS5	Co-operation and good relations with the school environment
4. Managing Human Resource Development Sphere	
HRD1	Leading and controlling colleagues (inspiring them, developing motivation...)
HRD2	Continual development and further professional training (continual education)
HRD3	Team building and development
HRD4	Supporting staff development in accordance with the utilization of their potential for the purpose of the school and efficient achieving of its goals

Table 20: Overview of the items included in the management area

Descriptive Statistics	Average Score	Standard Error	Median	Mode	Standard Deviation	Variance	Range	Min	Max
Sphere / Item									
1. Strategy Creation Sphere									
SC1	2,66	0,062	3,00	3	0,599	0,359	3	0	3
SC2	2,68	0,055	3,00	3	0,535	0,286	3	0	3
SC3	2,57	0,066	3,00	3	0,632	0,400	2	1	3
SC4	2,41	0,074	3,00	3	0,711	0,505	3	0	3
2. Teaching Process Administration Sphere									
TPA1	2,71	0,062	3,00	3	0,600	0,360	3	0	3
TPA2	1,84	0,075	2,00	2	0,727	0,528	3	0	3
TPA3	2,48	0,068	3,00	3	0,653	0,426	3	0	3
3. Sphere of Ensuring and Managing Development of the School as an Institution									
MDS1	2,49	0,062	3,00	3	0,601	0,361	3	0	3
MDS2	2,71	0,058	3,00	3	0,563	0,317	3	0	3
MDS3	2,48	0,068	3,00	3	0,653	0,426	3	0	3
MDS4	2,49	0,058	3,00	3	0,564	0,318	2	1	3
MDS5	2,45	0,066	3,00	3	0,634	0,403	3	0	3
4. Managing Human Resource Development Sphere									
HRD1	2,72	0,054	3,00	3	0,518	0,269	2	1	3
HRD2	2,33	0,067	2,00	2	0,648	0,420	2	1	3
HRD3	2,41	0,069	2,00	3	0,663	0,440	3	0	3
HRD4	2,43	0,077	3,00	3	0,743	0,552	3	0	3

Table 21: Descriptive statistics for the items included in the management area

D. AREA OF SCHOOL LEADERS' PERSONAL CHARACTERISTICS AND MORAL ATTITUDES	
1. Sphere of Transparency and Acceptance of Responsibility for School Quality	
AR1	Accepting responsibility for quality school development
AR2	Accepting responsibility for the efficient use of the school sources in relation to its goals achieving and respecting the pupils'/students' personality development
AR3	Accepting and supporting inspection and assessment processes aimed at the goals of the school
AR4	Trust based on facts and responsibility to external and internal partners/stakeholders
2. Sphere of Ethical and Moral Aspects Connected to a Leader Position	
EMA1	Ethical and moral action and moral attitudes
EMA2	Taking responsibility for innovations
EMA3	Understanding the broad external social and cultural environment of the school
EMA4	Management following the school values and taking moral responsibility for their achieving
EMA5	Social justice, equity from the point of view of equal approach to quality education for all pupils and students

D. AREA OF SCHOOL LEADERS' PERSONAL CHARACTERISTICS AND MORAL ATTITUDES	
3. Sphere of Personal Characteristics	
PC1	Responsible, independent and rational decision-making
PC2	Appropriate self-confidence and decisiveness
PC3	Ability to manage personal conflicts
PC4	Commitment, co-operation, unifying personality
PC5	Unreservedness and creativity
PC6	Work competence, ability to achieve results
PC7	Ability to manage stress and to learn
PC8	Autonomy and authenticity (independent and natural behaviour)
4. Sphere of Partnership in Leading and Management Processes	
PLM1	Co-operation, contact establishment, creation of various groups and clusters
PLM2	Ability to understand mutual interconnection of the school environment with surrounding community development
PLM3	Respecting diversity and its utilization
PLM4	Sensitiveness and ability to respond to the needs and expectations of different school partners

Table 22: Overview of the items included in the area of school leaders' personal characteristics and moral attitudes

Descriptive Statistics	Average Score	Standard Error	Median	Mode	Standard Deviation	Variance	Range	Min	Max
Area/Item									
1. Sphere of Transparency and Acceptance of Responsibility for School Quality									
AR1	2,43	0,064	2,00	3	0,615	0,378	3	0	3
AR2	2,46	0,068	3,00	3	0,652	0,425	3	0	3
AR3	2,38	0,066	2,00	3	0,641	0,411	2	1	3
AR4	2,46	0,058	2,00	3	0,563	0,317	2	1	3
2. Sphere of Ethical and Moral Aspects Connected to a Leader Position									
EMA1	2,66	0,056	3,00	3	0,542	0,293	3	0	3
EMA2	2,27	0,067	2,00	2	0,645	0,416	3	0	3
EMA3	2,13	0,065	2,00	2	0,629	0,396	3	0	3
EMA4	2,42	0,064	2,00	3	0,614	0,377	2	1	3
EMA5	2,48	0,069	3,00	3	0,669	0,448	3	0	3
3. Sphere of Personal Characteristics									
PC1	2,71	0,056	3,00	3	0,543	0,295	3	0	3
PC2	2,45	0,066	3,00	3	0,634	0,403	3	0	3
PC3	2,71	0,054	3,00	3	0,523	0,273	2	1	3
PC4	2,59	0,063	3,00	3	0,612	0,375	3	0	3

PC5	2,52	0,064	3,00	3	0,619	0,383	2	1	3
PC6	2,55	0,066	3,00	3	0,634	0,403	3	0	3
PC7	2,62	0,059	3,00	3	0,569	0,324	2	1	3
PC8	2,45	0,069	3,00	3	0,668	0,446	3	0	3
4. Sphere of Partnership in Leading and Management Processes									
PLM1	2,27	0,063	2,00	2	0,610	0,373	2	1	3
PLM2	2,28	0,062	2,00	2	0,596	0,356	2	1	3
PLM3	2,12	0,068	2,00	2	0,657	0,432	3	0	3
PLM4	2,16	0,060	2,00	2	0,577	0,332	2	1	3

Table 23: Descriptive statistics for the items included in the area of school leaders' personal characteristics and moral attitudes

In the sphere of strategy creation the respondents highly assessed the importance of the creation of motivational strategies based on shared values of the school (item SC2 average score 2.68 within the used scale range 0–3). This was followed by the elaboration of the conception of further school development and implementation of the common school vision (SC1–2.66). These two items were rated by more than 75% of the respondents as very important. As it results from the research data analyses, the area of strategy creation is considered by the practising school leaders as very important and so the school leader career training should deal significantly with the management of strategy and planning and should have included them among the key topics of the training study programmes.

In the sphere of administration of the teaching process the highest variability of assessments was recorded. The item with the highest average score was the creation and development of a learning environment effective for pupils/students' learning (TPA1–2.71). The respondents assessed this item as the most important for the efficient performance of their job, i.e. for the performance of the school leader. This indicates a need to include into the school leader training programmes topics related to, for example, innovations in teaching processes, the utilisation of new teaching aids and new technical teaching approaches, techniques of assessment of pupils'/students' learning styles, abilities, achievements and the development of the school climate.

A special, very interesting case is the results of the particular items included in the sphere of ensuring and managing development of the school as an institution. This area included the highest number of items and all of them achieved an average score equal to or more than 2.45. They achieved more or less the same rating (2.45–2.49) with the exception of the item MDS2 (clear distribution and delegation of responsibilities and powers and clear distribution of tasks), which achieved an even significantly

higher average score (2.71). At this point we would like to draw attention to the fact that the competency items mentioned in this area do not lessen the importance of administrative skills. In defining the competencies, the feature of the administration of the school as an institution is stressed to attain the school's goals and mission. The lowest score, "only" 2.45, was recorded in the case of the item MDS5 in formulation of which this aspect was not stressed directly. As a conclusion, resulting from the analysed results it can be stated that what is very important for a good and successful school leader is still to keep in their minds the main role, mission and tasks of the school and the appropriate administration and operation processes are necessary to perform but are subordinate to these factors.

In the sphere of managing the human resource development, the item with the highest average score (equal to the value of 2.72) was leading and controlling colleagues (HRD1). It was the highest average score achieved out of all four spheres. What is surprising (and surprising in a negative sense) is the fact that the item continuing professional development achieved the lowest score in this area (HRD2 – 2.33) and, what is even worse, is that it was the second lowest score of all.

In general (and also in the light of the research findings), one of the most important part of the human resource development – but at the same time also one of the most difficult one – is leading the staff, i.e. the issues of the staff involvement into various school activities and gaining their commitment and motivation for these activities. This indicates some relevant topics which should be included in the personnel management courses or modules within various study programmes designed for school leaders' training.

As regards to the area of school leaders' personal characteristics and moral attitude, although the respondents assessed the particular items in the sphere of transparency and acceptance of responsibility for school quality more or less as mostly important (the range of the average scores was from 2.38 up to 2.46), they do not give such high importance to them as to the items in the area of management. The most significant for them was the item AR2 (accepting responsibility for quality school development). Similar results were found also in the sphere of ethical and moral aspects of leadership. The difference is that in this sphere the variability of the recorded average scores for the particular items is greater from 2.13 (understanding the broad external social and cultural environment of the school) up to 2.66 (ethical and moral action and moral attitudes).

In the sphere of personal characteristics, all items achieved relatively high average scores with the median being 3. Since the most important characteristics marked were the items PC1 (responsible, independent and rational decision-making) and PC3 (the

ability to manage personal conflicts). Contrary to the personal characteristics' sphere, the sphere of partnership in leading and management processes was assessed by the respondents totally to be of the lowest importance.

The quality of school leaders and school managers is one of the basic factors influencing very significantly the quality of teaching and learning processes at each level of the system of education as well as at each kind of school. Moreover, it has an impact on the staff's initiative, activity and co-operation and public relations of the school institutions too. The above-presented research results show clearly which leading and managerial actions are considered to be the key ones for the school leaders and should be reflected in their further career training. These are thus the ones on which we should focus the attention to offer school leaders and school managers an adequate professional education and training.

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7.4.3 Adaptation possibilities of the competency framework

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» *Adaptation of the competency framework in Slovakia*

Unlike the other ICSL project member countries the possibilities for direct adaptation of the competency framework into the school leader continuous education in Slovakia are limited. The limitation relates to the legislative rules of the continuing professional development predetermined by the *Law on pedagogical and professional employees*. The CPD programmes have to be approved by the Accreditation Commission and it is impossible to implement changes to them. On the other hand, the Central5 in Slovakia, unlike the other ICSL project member countries, can be used in the contemporary process of the development of professional standards. That is why, in Slovakia, the adaptation process of the Central5 was carried out in a different way. We established a group of experts who were exposed to both sets of materials – the international competency framework (Central5) created within the project *International Cooperation for School Leadership* and the proposal for school leader professional standards (PS) designed within the national project *Professional and career development of pedagogical employees* – they were asked to express their views on both texts but mainly on the strengths and weaknesses of the Central5 and its utilisation in the prevailing conditions in Slovakia. The selection of the experts reflected two criteria. One was to involve a broad range of experts in the evaluation process, i.e. experts representing different component parts of the system of education (school leaders, decision makers, school leader trainers, providers of CPD for school leaders, etc.). The second was to use the experience of the professionals who participated in the process of the professional standards' development and to involve in the evaluation process also some team members of the national project *Professional and career development of pedagogical employees* participating at the development of the professional standard system. In the end, the expert group consisted of eight reviewers. (Table 24)

Expert	Professional background
E1	Female (45); 19 years of pedagogical practice at primary and secondary schools; 10 year of pedagogical practice as a CPD trainer; team member participating in the development of the professional standards' system.
E2	Male (36); 10 years of pedagogical practice at a secondary school, 3 years as a trainer of continuous education; 1 year practice as a school leader.
E3	Female (59); 34 years of pedagogical practice; 21 years practice in the position of a school leader; CPD trainer; member of the municipal corporation and its commission for education; member of the Presidium of the Accreditation Board for CPD; member of the Presidium of the Association of the leaders of public grammar schools.

E4	Female (54); 30 years of pedagogical practice; 11 years of practice in the position of a deputy head and 10 years in the position of a school leader; team member participating at the development of the professional standards system.
E5	Male (65); 37 years of pedagogical practice; 10 years of practice in a leading position and 6 years as school leader.
E6	Female (50); 26 years of pedagogical practice; 4 years as school leader.
E7	Male (63); 39 years of pedagogical practice; teacher trainer (university teacher) school leader trainer; team member participating at the development of the professional standards' system.
E8	Female (48); 7 years of practice in position of a school inspector; 9 years of pedagogical practice (university teacher); practice in school leaders' in-service training.

Table 24: Overview of the experts' background

The experts were asked to assess both materials according to the given criteria. The evaluation consisted of four parts. In the first part, the experts assessed the Central5 according to these seven criteria:

1. general conception and systematisation of the competency framework elaboration, including proportionality of its particular dimensions and items within these dimensions (areas),
2. the level to which the particular dimensions (areas) cover the competencies which are imperative preconditions for a successful performance of a school leader position,
3. the level to which particular knowledge, skills and attitudes introduced in each dimension (area) relate to that dimension,
4. the level to which particular knowledge, skills and attitude introduced in each dimension (area) cover that dimension,
5. clarity of formulations, correctness of the used terminology and strictness (detailed statement) of the knowledge, skills and attitudes listed in each dimension,
6. strengths and weaknesses of the submitted competency framework,
7. effective applicability and usability of the competency framework for school leaders, educational institutions, school and school facility founders/owners, school policy makers, etc.

In the second part they were asked to assess the Central5 against the proposal of the Slovakian school leader professional standards. The last two parts of the assessment structure were devoted to experts' final general evaluation of the Central5 and to recommendations for its further use or improvement.

» *Results*

Overviews of the most significant statements of the experts occurring in their evaluation of the competency framework according to the given criteria are summarized in the tables below. (*Tables 25–31*)

Assessment of the general conception and systematism of the Central5 elaboration	
Positive assessments	Critical assessments
<ul style="list-style-type: none"> • The Central5 conception fulfils the requirement of proportionality of the particular dimensions. (E1, E2, E5, E6, E7, E8) • The used structure of the dimensions is in a good agreement with the common classifications used in various management theories. (E1, E3, E7) • The Central5 conception fulfils the requirements of complexity, simplicity, cross connection, consistency and exactness. (E2, E4) • The Central5 is elaborated in a clear concept. (E2) • The material can be understood as a conceptual material defining basic areas and dimensions of the school leader work. (E8) • The Central5 gives an idea of an ideal, perfect school leader. (E3) 	<ul style="list-style-type: none"> • Extremely high number of items in each dimension: from 42 up to 87, totally 326. The high number of the items contrasts the Central5 conception requirements of simplicity, cross connection, consistency and exactness. (E7) • The Central5 is elaborated in a too detailed way, which causes that the difference is not visible between the priorities and important items and the items which are axiomatic and could not be listed. (E3) • There is no system in the item ranking. That is also what makes it difficult to decide whether the items cover the area completely or do not. (E6) • The competencies are processed in different ways, some of them are too detailed and some of them are too general, sometimes one competency covers several others. (E6) • The dimensions are lightly structured which makes them hardly readable. (E6)

Table 25: Overview of the most significant statements and comments of the experts on general conception and systematic nature of the competence framework

Assessment of the Central5 dimensions accuracy	
Positive assessments	Critical assessments
<ul style="list-style-type: none"> • Each dimension is elaborated so that it fully describes competencies necessary for a school leader action. (E5) • Basically the dimensions express a necessary qualification / preconditions for a school leader position performance (E1, E3). • The dimensions 4 and 5 merge. (E6) 	<ul style="list-style-type: none"> • The elaboration of the particular items is too detailed. (E2) • Distinction of knowledge, skills and attitudes by the given number of items makes the situation with the high number of the items even worse. (E7) • Formulation of knowledge, skills and attitudes causes that the Central5 becomes only descriptive and non-specific. (E1) • Currently it is not possible to apply all specified items on the position of a school leader in today's school conditions on one hand, and on the other hand there are many actions not listed which school leaders have to deal with in their everyday practice (undersized school budgeting, deformed normative financing, fight for pupils and school survival, drop out of good teachers caused by low salaries, etc.). (E3)

Table 26: Overview of the most significant statements and comments of the experts on the level to which the dimensions of the Central5 cover competencies necessary for a successful performance of a school leader

Assessment of the level to which the Central5 knowledge, skills and attitudes are related to the concerned dimension	
Positive assessments	Critical assessments
<ul style="list-style-type: none"> • Knowledge, skills and attitudes are mostly relevant to the particular areas and cover them (but see the objection related to their number). (E3, E7) • Knowledge, skills and attitudes in each dimension are specified precisely. (E6) • The level of knowledge, skills and attitudes in the dimension <i>Leading and Managing the Institution</i> is over-detailed. (E5) 	<ul style="list-style-type: none"> • At some items their insertion into the particular dimension is disputable. (E4) • At many knowledge, skills and attitudes the formulation is unclear and ambiguous, it allows alternative interpretation. (E1) • A lot of the listed knowledge, skills and attitudes are not important, formal, unrealistic and they could/should not be included. (E3)

Table 27: Overview of the most significant statements and comments of the experts on the level to which the Central5 knowledge, skills and attitudes are related to the concerned dimension

Assessment of the level to which the Central5 knowledge, skills and attitudes cover the concerned dimension	
Positive assessments	Critical assessments
<ul style="list-style-type: none"> • Knowledge, skills and attitudes cover the particular areas (but see the objection related to their number). (E1, E2, E5, E7) 	<ul style="list-style-type: none"> • The great number of items creates the impression that the dimensions are completely covered by them, but many times some further important knowledge, skills or attitudes are missing. (E3, E4, E8) • Too detailed description of the competencies can result in a directive approach to school leaders and their assessment. (What is an imperative requirement to be appointed and what is a superstructure to be developed during the in-service? Has a school leader at her his disposition all of the listed knowledge, skills and attitudes?) (E6)

Table 28: Overview of the most significant statements and comments of the experts on the level to which the Central5 accuracy of knowledge, skills and attitudes cover the concerned dimension

Assessment of the Central5 knowledge, skills and attitudes formulation accuracy and terminology	
Positive assessments	Critical assessments
<ul style="list-style-type: none"> • The knowledge, skills and attitudes are expressed clearly and exactly. (E3, E5) • The knowledge, skills and attitudes in all dimensions give an idea of everything a school leader has to manage. (E1) 	<ul style="list-style-type: none"> • Many of the items are terminologically either too general or too specific, in this way the material misses the notion and theoretical consistency. (E7) • It is necessary to synchronise the (formulation of) knowledge, skills and attitudes, to make their descriptions more specific and more unambiguous. (E1) • The knowledge, skills and attitudes should be split up according to the content of different action area. (E1)

Table 29: Overview of the most significant statements and comments of the experts on the Central5 accuracy of knowledge, skills and attitudes formulation and terminology

Assessment of the Central5 strengths and weaknesses	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Specification of the five dimensions. (E1, E2, E3) • Complexity of the Central5 elaboration and its structure. (E3, E6) • The material broadly covers the competencies necessary for a school leader action. (E4) • The material shows what a school leader should know. (E5) • The material enables to compare and assess. (E5) 	<ul style="list-style-type: none"> • Too detailed list with an extremely high number of items, which, moreover, often overlap (E3) and the too detailed; structure makes the Central5 hardly usable (E2). • Different level of concretisation of the particular competencies (E4) and unambiguous formulations in some cases. (E1) • In some parts terminological notions overlap appears. (E8) • Indicators based on which it can be decided whether a school leader has or does not have the relevant competence are missing. (E4) • Absence of the ways how to “measure” the items / they are non-measurable. (E1, E3)

Table 30: Overview of the most significant statements and comments of the experts on the Central5's strengths and weaknesses

Assessment of the effectual applicability and usability of the Central5 for different groups of stakeholders	
Positive assessments	Critical assessments
<ul style="list-style-type: none"> • Usable for educational institutions of continuing professional development (E5, E6, E7) • The Central5 has great potential to contribute to CPD of school leaders and their development. (E2) • The material is usable for school founders and owners at school leader appointment processes. (E5) • The material can be understood as a model, example for e.g. development of similar documents. (E3) 	<ul style="list-style-type: none"> • The material can hardly be used due to non-systematic ranking of the items, different level of the item specification and absence of the indicators of the particular competency evidence. (E4) • Useless for school leaders (head teachers, deputy heads – self-diagnostics), school founders and owners (evaluation and development), school policy makers (intentions, strategies, development plans). (E7) • Useless in practice as it is too far from reality (a school leader's current status and work conditions). (E3) • The Central5 should not be used by the school founders and owners as they could use it as a reason for a school leader withdraw. (E2)

Table 31: Overview of the most significant statements and comments of the experts on the effectual applicability and usability of the Central5 for different groups of stakeholders

In the second part of their reviews, the experts expressed their opinions on the competency framework (Central5) in relation to the national proposal of the school leader professional standards (PS). Most of the assessments were in favour of the professional standard system. The advantage of the Central5 was its more complex form i.e. the Central5 introduces also the items to which the professional standards do not pay attention. On the other hand because the Central5 is too detailed, it is – according to some experts' statements – hardly understandable and usable. This is a main reason why the PS were evaluated higher (i.e. more of the statements and comments were in favour of the PS) and were declared as more usable in practice. In

the experts' opinions the smaller number of the items in the PS makes this system clear and transparent in all dimensions and to them relevant competencies. Moreover, it is closer to the real work conditions of school leaders and covers better current needs of school leaders. Another problem is the fact that the Central5 does not introduce indicators of the knowledge, skills and attitudes evidences, as the PS do. Thereby, the Central5 offers some space for designing training programmes for school leaders. By comparison with the PS, the dimensions and indicators in the Central5 are not defined in such a clear and unambiguous way.

» *Conclusions and recommendations*

Taking into account experts' statements, comments and evaluations, the following recommendations have resulted for the Central5 improvement:

- (1) The Central5 should be based on up-to-date international studies and literal sources related to modern management issues and should respect school management particularities.
- (2) In each dimension to specify general knowledge, skills and attitudes, to reformulate unclear or ambiguous items and to reduce the number of knowledge, skills and attitudes in all dimensions.
- (3) To reconsider incorporation of some missing and for current practice very important items. The Central5 should reflect more the up-to-date problems of school leadership and school management (following the current conditions of the school leaders' work).
- (4) The dimension *Leading and Managing Learning and Teaching*, as the determining area of the school mission, should be strengthened and re-designed to reflect the up-to-date problems.
- (5) To rank the items in each dimension according to some system.
- (6) To supplement the Central5 with the indicators for the listed competences.
- (7) To supplement the material (Central5) with a manual to make it more usable.

Generally, the Central5 developed in the ICSL project could be applied in the Slovak republic education system in some ways. We do not assume direct application of the Central5 in the form as it was developed and published in the project, nevertheless there are some possibilities to use it. Comments, evaluations and recommendations given by the experts are useful for upgrading the Central5 and its usage for practical purposes. The first way where an initial version of the Central5 was used was its comparison with the newly-developed professional standard that defines expected competencies of a school leader in Slovakia. During the development of the Central5 many ideas

were incorporated into the emerging Slovak professional standard for school leaders. We have found many similarities between them, especially when comparing main domains of the school leaders' work context, (e.g. leading and managing learning and teaching, conceptual development of school in changing environment, leading and managing others, self and leading and managing school as institution in its legal and administrative elements etc. In many cases both of them use different language to name very similar matters, but we have found them to be complementary. The second way the Central5 could be used is the new development of training programmes for school leaders in Slovakia. There are many training needs of school leaders that are still not fulfilled well and the Central5 could be used as a basis for identification of very specific training needs through described competencies using the language of knowledge, skills and attitudes. The Central5 as a tool and reference frame is valuable for the development of new training programmes, especially because it is based on findings directly formulated by research with school leaders. The third way of using the Central5 could be to apply it as a framework for composing the criteria for selection processes of new school leaders. In many cases, school boards or committees do not have any reference framework to use in the selection of school leader candidates. The Central5 could be used for setting up the criteria in such selection processes. The fourth way of using the Central5 is self-evaluation or self-assessment of school leaders' competencies. School leaders reflected that the Central5 could be useful for comparing expected and present competencies. Such an activity could be followed by the planning of his/her further continuing professional development in leadership and management competencies.

7.5 Slovenia

Justina Erčulj, Polona Peček

7.5.1 National Context

This is a short presentation of programmes in which leadership competencies are developed by *The National School for Leadership in Education* (NSLE, hereinafter) – the Slovenian partner in this project. The NSLE was established in 1995 by the Government of the Republic of Slovenia for training and professional development of school leaders and candidates for leadership. In accordance with the Act of the foundation of the NSLE, its activities include professional development, training and other educational programmes, publishing books, journals and proceedings as well as promoting research and experimental development in education. The NSLE is a

public service, the implementation of which is in the public interest.

Slovenia has a well-developed system of lifelong professional development of school leaders. It begins with the pre-service programme leading to the school leadership licence which is one of the conditions to be appointed to the headship position. Newly-appointed head teachers can participate in the programme, *Mentoring for Newly-Appointed School leaders*. It is intended for the systematic support and assistance for school leaders in their first term. Later, in their career school leaders can select from several longer programmes of at least one years' duration, such as, *Leadership for Learning*, *Leadership Development* and the *School Leadership Certificate*. All of them are based on latest research findings and active and participatory methods of professional development.

However, this is not the complete offer of professional development training opportunities for school leaders. There are annual conferences, shorter courses of one or two days' duration covering mainly new legislation and/or developing specific skills. They are delivered either by *The National School for Leadership in Education* or by other public or private institutions.

7.5.2 A short description of the training programme

The core of NSLE activities has been the *School Leadership Licence Programme*. Its main goal is to train participants for the tasks of school and kindergarten leadership and management as defined within education legislation, as well as to develop skills and competencies contributing to personal and organisational efficiency. Participants of the programme are school leaders and the so-called "candidates" (all the teachers that fulfil legal conditions to be appointed as school leaders). The programme is implemented with small groups of 18 to 21 participants so that active methods such as, workshops, work in groups, case studies, role play, exchange of participants' experiences and presentations of particular organisations can be employed.

The programme for *School Leadership Licence* consists of six compulsory modules:

- Introductory module: School leader as a manager and as a leader, team-building, learning styles, and management of change
- Organisational theory and leadership: Organisational theory, models of school organisation, school leadership
- Planning and decision-making: Vision, planning, approaches to decision-making
- School leaders' skills: Managing conflict, running meetings, observing lessons
- Human resources: Climate and culture, motivation, staff professional development
- Legislation

Our programmes *Mentoring for Newly-Appointed School Leaders*, *Leadership for Learning*, *Leadership Development* and *School Leadership Certificate* complement the initial training so all of them were taken into account during our national workshop. A more detailed description can be found at <http://en.solazaravnatelj.si/lifelong-learning-for-head-teachers/>.

7.5.3 The workshop

Our national workshop intended to cover all the above-mentioned programs in relation to the competency framework developed in the project. We compared the goals and contents of the programmes with the Knowledge, Skills and Attitudes of the Central5.

The workshop on the competency framework adaptation was carried out on 20th September 2012 at *National School for Leadership in Education* at Kranj in Slovenia. Justina Erčulj and Polona Peček led the workshop as members of the group of the initial project. There were 15 participants at the workshop, all from *National School for Leadership in Education* from Slovenia. Their position in the institution is lecturers, senior lecturers or sector secretaries. They all have several years of experience either in schools as former teachers, school leaders or in posts in other governmental bodies concerning the educational system in Slovenia. They all have exceptional professional knowledge and almost day-to-day contact with our school leaders either formally or informally through work, programmes and other activities. From that perspective, we believed that they were professionally capable to discuss the framework in relation to our practice. Their knowledge and expertise was a great help when we worked on the competency framework.

At the beginning of the one-day long workshop participants were working in separate groups on separate segments of the competency framework, however it did not prove to be a convenient form of work as the elements of the competency framework are overlapping and merge into each other. Thus, participants decided to work together in plenary and had a very fruitful professional discussion which gave also the opportunity to evaluate our work extensively and to examine it from another point of view. It is to be said that the workshop also contributed to our professional development and the discussion was greatly informative for our present and future work too. Consequently, we decided that this should be one of the working methods both in staff meetings and in workshops with participants.

The following method was used: we selected the *Leading and Managing Learning and Teaching* domain to be discussed because we all agreed that improving teaching and learning is the primary aim of our work. After a thorough and fruitful discussion we agreed on the items (knowledge, skills and/or attitudes) that are covered by the above-mentioned programmes. We highlighted them and further discussed whether and how those that have not been indicated could be included. The method was found to be appropriate for the purposes of the workshop. The same method was then used for other areas, however, they were discussed in a less detailed way. Thus all KSA elements were compared with the aims and contents of our programmes.

7.5.4 Results Example of the task of the workshop

» *A Leading and Managing Learning and Teaching*

KSA items highlighted in grey are those that are covered by our programme

Knowledge (18)	Skill (32)s	Attitudes (26)
S/he knows (and understands)	S/he is able to	S/he
1. securely the concepts of both pedagogy and andragogy	1. create a supportive learning environment	1. believes in a supportive learning environment.
2. the concepts of school development and the learning organisation and relationship between them.	2. communicate effectively her/his educational values regarding the importance of learning	2. views the school as a learning organisation.
3. what a supportive learning environment is	3. contribute to (and participate in) pedagogical training regularly .	3. considers important to be updated on the latest developments through reading, visiting conferences etc.
4. how to create a supportive learning environment.	4. teach effectively ensure that there is continuous school development to the development of the wider learning organisation	4. believes in continuous teacher professional development.
5. the principles of individual, team and collaborative learning.	5. identify teachers' learning needs.	5. is responsive towards the on-going development of teaching.
6. what is meant by quality learning processes.	6. evaluate the impact of teacher professional development	6. is a role model for learning.
7. models, methods and tools of quality assessment and development, and their cyclic relationship to each other	7. set high expectations for self, teachers and students.	7. considers quality assurance from an educative perspective.
8. system theory in the development of quality learning.	8. plan the processes of school development for learning.	8. is responsive towards the on-going educational processes in quality assurance and development.
9. the models and techniques of monitoring and evaluation of learning on a regular basis.	9. develop a learning organisation through continuous school development.	9. considers a systematic approach to be important
10. the criteria for setting precise, achievable and measurable expectations for all.	10. inspire teachers and students to learn.	10. recognises quality assurance and development as a tool for medium- and long-term improvement of learning results.
11. the strategies needed to apply effective teaching and learning methods in practice.	11. apply logic to the learning process, for example, /plan/do/control/act/ evaluate.	11. values monitoring and evaluation of learning and teaching
12. what is meant by 'authentic teaching'.	12. select quality measures from a 'form follows function' perspective.	12. expresses through her/his behaviour the importance of quality development of learning as an aspect of day-to-day management.

Knowledge (18)	Skill (32)s	Attitudes (26)
S/he knows (and understands)	S/he is able to	S/he
<p>13. which learning and teaching methods make the best contribution to staff and students' learning</p> <p>14. the principles of pedagogy and related legislation.</p> <p>15. the context of the school and its members on learning and teaching.</p> <p>16. the nature of an effective whole school core curriculum.</p> <p>17. that each 'discipline' is socially-constructed and has a particular function in helping humans make sense of the world in which they live.</p> <p>18. that a theory of knowledge is highly effective in providing a rationale for curriculum development.</p> <p>19. which are the key tools needed for curriculum development.</p>	<p>13. apply the findings from quality measurement to improve learning and teaching.</p> <p>14. find suitable assessment methods for the development of learning</p> <p>15. apply systemic knowledge in educational quality development</p> <p>16. monitor and evaluate the learning processes and outcomes on a regular basis.</p> <p>17. develop a quality learning and teaching development plan with short, medium and long-term perspectives.</p> <p>18. set up precise, achievable and measurable expectations for different levels of achievement.</p> <p>19. connect the principles of pedagogy and legislation to the process of education.</p> <p>20. apply learning and teaching methods among staff and students.</p> <p>21. diagnose latest trends in education and connect them to pedagogy and legislation.</p> <p>22. implement the principles of pedagogy and related legislation in her /his school.</p> <p>23. identify and exploit the specific contextual factors of his/her school for the benefit of learners.</p> <p>24. establish a whole school curriculum</p> <p>25. raise awareness for the necessity of a coherent curriculum in school.</p> <p>26. cater for meaningful collaboration in curriculum development.</p> <p>27. ensure that the curriculum is flexible enough to tap the potential of all learners.</p> <p>28. establish a school curriculum with learning (outcomes) in mind.</p> <p>29. organise professional learning communities who work on the curricula in and across the subject areas.</p> <p>30. monitor the quality of the curricula and give feedback for development.</p> <p>31. use every staff member's capabilities to the fullest to achieve the best outcomes for the learners</p> <p>32. seek and offer feedback about ways to improve results.</p>	<p>13. has and demonstrates a positive attitude towards learning.</p> <p>14. has respect for the good work of teachers.</p> <p>15. is authentic as a teacher, that is, "walks the talk".</p> <p>16. values high ethical standards in teaching.</p> <p>17. values education as a common good.</p> <p>18. considers the legal context in which schools operate.</p> <p>19. shows responsibility for the school curriculum.</p> <p>20. conceives curriculum as a means to nurture the talents of and among learners.</p> <p>21. respects the unique characteristics of the learners (abilities, interests, learning preferences).</p> <p>22. believes in outcome-oriented curriculum design.</p> <p>23. sees the curriculum as a plan from which students can learn well.</p> <p>24. believes in curricula which foster both cognitive and affective growth in learners.</p> <p>25. shows concern for controversial issues, values and beliefs.</p> <p>26. is committed to leadership for learning in the whole curriculum</p>

We list below the general comments agreed in the competency framework adaptation workshop (20. 9. 2012) in National School for Leadership in Education, Slovenia:

- We believe that the competency framework is too extensive and we recommend that we further merge the competencies in each area and in between areas. As such it will be more manageable, realistic and useful and more transparent to end users/trainers. It is too detailed and as such difficult to follow and makes the whole system rather unclear. From the viewpoint of our trainers it would be more useful to relate knowledge and skills and attitudes more clearly and systematically. Also we suggest that the areas are subdivided as for example: leading curriculum, legislation, quality and evaluation, supportive learning system and pedagogy.
- We find the division between areas *Leading and Managing Learning and Teaching*, *Leading and Managing Change*, *Leading and Managing Self*, *Leading and Managing Others* and *Leading and Managing the Institution* very useful and appropriate for adaptation in our programmes (i.e. School Leadership Certificate).
- But, at the same time, when we were working through Knowledge, Skills and Attitudes, the general conclusion was that in Slovenia there is a slightly different situation as some of the sentences are dependent on the division of the roles of the school leaders and also the roles of educational institutions in Slovenia. Curriculum in Slovenia is nationally defined. For example, the topics related to the curriculum are the responsibility of The National Education Institute of the Republic of Slovenia and the Institute of the Republic of Slovenia for Vocational Education and Training. As a consequence, the training of the school leaders is divided among the National Education Institute of the Republic of Slovenia and the Institute of the Republic of Slovenia for Vocational Education and Training and the National School for Leadership in Slovenia. So we are not able to cover all the areas.
- In Slovenia, it is also recognised that as a teacher finishing the university you already have some knowledge, skills and attitudes mentioned in our competency framework and we as institution are not dealing with them. For instance, the area that is covering pedagogical and andragogical knowledge, skills and areas.
- In Slovenia, the school leader is the one who is responsible to ensure the environment for pedagogical work, but he or she is not an instructional leader, so our topics in our programmes are not related to that specific area. We believe that this is also related to the roles and responsibilities of the school leader, which probably differ in the five countries included in the project. Programmes included in the National School for Education of the Republic of Slovenia are not based on competencies which are agreed in advance.

- A further general conclusion was, that it was very useful to go through the whole competency framework as it was very informative as to which topics to include even more into our programmes and which to introduce into our programmes again. For example, we will include in some of our free-standing modules topics such as time management and stress management. On the basis of our workshop we have also decided to give much more emphasis to the ethical dimension. Information technology is not included into our programmes because it is covered by other institutions in Slovenia.

The workshop was an excellent opportunity for the revision of our programmes and for looking upon them from an international perspective. All participants found our professional discussion a valuable way of our own professional development.

As Slovenia has no competency framework either for teachers or for school leaders, this might have been a trigger for developing one for school leaders or, at least, for a more self-evaluative approach towards their professional development. Although the current competency framework as developed in ICSL project seems much too extensive, the areas might be relevant for different countries but some specifics should be considered.

We decided that we will try out this framework (with adaptation to the Slovenian situation) within the programme *School Leadership Certificate* as a tool for school leaders' self-evaluation.

7.5.5 Recommendations for Slovenia

After a fixed period, revision and adaptation of our programmes should be carried out by means of professional discussion among trainers. A valuable contribution would be common discussion with our participants, which would add another perspective.

A self-evaluative approach towards school leadership should be introduced in Slovenia. The current system of assessing a school leader's performance is based on his/her actions and mainly on measurable indicators that cover only one small part of the role. There is too little emphasis on "soft" competences and especially on leading teaching and learning. This framework may be a starting point for it. It would definitely open new questions related to "measuring" such competences so we agreed that this could be the theme of the next project.

We found the *School Leadership Certificate* the most flexible one so the KSA framework could be at least piloted with participants of this programme.

» *Possible further steps*

We believe that some further development of the KSA framework is needed. Developing methods for self-assessment and/or external assessment of school leaders' performance by the use of our framework is essential or it may be misused.

Another idea is to do a qualitative research on effective leadership in the countries involved, compare the findings with the KSA framework and elaborate it in view of findings.

International co-operation in the field of school leadership seems essential as issues can be opened and discussed without always being affected or biased by the national context.

CHAPTER 8

Tools for assessing competencies

*Tibor Baráth, Györgyi Cseh, Michael Schratz,
Eliška Křížková, Glynn Arthur Kirkham*

- 8.1 A case study on highly-effective school leaders
- 8.2 Individual development with the Central5
- 8.3. Exploring school leadership competencies in action
- 8.4 Leading and Managing Self: self-assessment tool

In Chapter 8, we describe some tools that permit the use of the competency framework for certain specific purposes and for particular target groups. The competency framework, which derived by the project undertaken by representatives from the five Central European countries, may also be utilised as an evaluation tool for school leaders who can identify those competencies which they need to develop further. They can examine carefully their knowledge, skills and attitudes to engage effectively with their twenty-first century role.

The assessment of competencies is not only a complex issue but also a sensitive one. On the one hand, there are a variety of tools (software, methods and techniques) available to test or assess competencies. The increasing need for accountability in the education also implies the need for assessment tools. On the other hand, in some countries, there is still a certain element of fear in borrowing tools from the business sector and using them to assess the competencies of educational actors (teachers or school leaders) for the purposes of recruitment or evaluation. “How could one judge with the help of an HR tool whether someone is fit for the position of school leader?” – was a fear formulated even by some of the ICSL project partners. The tools presented in this chapter are thus all meant to be used for individual professional development purposes.

The reader will encounter four different approaches all of which are based on the Central5: the first section focuses on the identification of competencies of highly-effective school leaders with the help of the RDA; the second section describes a questionnaire suitable for making an individual development plan and monitor the development of e.g. a student in a leadership training programme; the third tool is for exploring competencies in action; in the fourth section is a questionnaire that is principally designed to support self-reflection on one’s own self-management leader competencies.

8.1 A case study on highly-effective school leaders

Tibor Baráth, Györgyi Cseh

The Central-European Competency Framework for School Leaders and system of expectations describe – according to our aim and intention – the operation of the leader who is working successfully in the turbulent, ever-changing world of the 21st century and who places learning at the centre of the school’s operation. A key task in the project was to test and adapt the new model in practice. One of the fields of adaptation was evaluation: the ways, tools and methods of making sure the competencies laid

down in Central5 are in place. This, as a matter of course, brought up the following questions: what competencies do today's high-performing principals possess? To what extent do their skills and knowledge correspond to what has been established in the project? Does excellence have common elements and if so, what are these? We were trying to find answers to these questions with the assistance of leaders filled with entrepreneurship, who are demanding and committed to the quality of the profession and learning.

8.1.1 Selection of leaders in effective schools

Six principals were involved in the study of excellence. Although the selection was made somewhat deliberately, the size of the group cannot be regarded as representative. At the same time, we tried to create a varied sample, based on two major elements. Three principals were selected from effective schools. Those schools were regarded as effective which were able to produce outstanding added value in the national competence test (for at least three years). There are several such schools in the Hungarian system, therefore some subjectivity was present in the selection of the particular three leaders and their schools.

The national competence test measures the reading and mathematical literacy across groups of students in classes 6, 8 and 10. The organisation responsible for the assessment (the Educational Authority) produces the national indicators and statistics which are used for comparing school performance to national-level indicators as well as to statistics of institutions that work under similar circumstances. When establishing the effectiveness of a school, the assessment also takes into consideration the socio-economic status of students; in Hungary, the effect of this on students' results greatly surpasses the international average.

Results of the selected schools in the national competence test are outstanding. They generally perform above the national average. They are also above average on their group's level (groups are created on the basis of settlement size for basic schools and on the basis of school size for secondary schools). They show continuous progress exceeding the level of their own previous results or at least maintaining them; the pedagogical added value is higher in all of the schools than the sociocultural background would suggest.

Further three principals were selected from well-known and recognised leaders of the profession. There are a number of such leaders, therefore the selection of these three colleagues was, again, subjective.

We have checked the results the selected leaders' schools achieved in the national competence test. One of the three institutions performed outstandingly, while the other two did better than could have been expected on the basis of socio-economic data. In general, in the schools lead by these excellent leaders, where the focus is on the teaching and learning processes, the leaders do their best to enable students' to gain excellent results, beyond just adequate.

Amongst the six selected principals, there were:

- four women and two men;
- one from the capital and five from the countryside; the latter include large (170.000 inhabitants), middle-sized (70.000) and smaller (15.000) cities, as well as small towns (2.600) and villages (1.080);
- four from basic schools, one from a vocational and secondary vocational school and one from an upper secondary school (gymnasium);
- Two of them have been principals for more than 10 years (in their third term); two have been in their post for 5-10 years (in their second term); and two became leaders 0-5 years ago due to a merger or internal reorganisation, but they both have much longer school leadership or deputy leadership experience at a member institution (in their first term).

The type of institution of the selected principles:

- A. Principal of a basic school in Budapest
- B. Principal of sub-regional aggregated institution
- C. Principal of a village school
- D. Principal of an elementary school in a small town
- E. Director-general of an aggregated vocational training institution in a major city
- F. Principal of an inner city upper secondary school

8.1.2 Methodology applied for the exploration of excellence

We used three different methods for the exploration of leadership excellence, including the application of Central5. These were: interviews, questionnaire surveys and RDA as a tool for exploring characteristics of leader behaviour.

» *Interviews*

We started with making interviews with the leaders, using the Central5. The objective of the interviews was to gain insight into the characteristics of school leaders' activities and operations in the fields defined in the Central5. We had no intention of making a

detailed analysis of the individual competency elements; our aim was to identify the main characteristics, way of thinking, leadership goals and activities.

» *Questionnaire survey: self-evaluation and evaluation*

One of the leaders and his/her staff agreed to fill in a questionnaire based on Central5 to enable the principal to do a self-evaluation, while the staff also evaluated the leader.

» *Comparison of Central5 and the leaders' own competency profiles*

The third method was to use the RDA model to study leader behaviour, which was then compared to the Central5. Based on this survey, we made a feedback interview with leaders to identify leadership characteristics, strengths and fields to be improved along with formulating recommendations for development.

This approach to leadership excellence allowed a deeper understanding of the model developed; at the same time, it provided experience for the analysis and development of leadership competencies.

All school leaders who participated in the interviews and filled in the questionnaires had an open, positive and honest approach to the project; they were willing to allocate significant time to these tasks, which was highly appreciated. They were apparently driven by their desire to learn and their belief in improvement.

8.1.3 Results of the interviews based on Central5

Interviews made with principals took about 1.5 hours and were built on the domains of the Central5. Thus, the questions were aligned to the following five areas:

- A – Leading and Managing Learning and Teaching
- B – Leading and Managing Change
- C – Leading and Managing Self
- D – Leading and Managing Others
- E – Leading and Managing the Institution

There is no room to include detailed contents of the interviews here. The short summary below is based on the contents of the interviews and the experiences gained by the interviewer⁶ on the spot.

None of the leaders fulfilled the detailed Central5 criteria entirely. The questioned principals were fully aware of their shortcomings; they did, however, not regard

⁶ The interviews were made by Györgyi Cseh RDA advisor and BMC coach.

these as flaws, but rather situations where it comes natural to distribute work along personal competencies. In general, all interviewees had an accurate perception of their own performance. What they did was very much alike, but the way they did it was different. The following example reflects this well. The national competence test received great attention. While in one of the schools, however, the principal took part in the preparations of the test personally (visits classes, inspects, does “pre-testing”, sets expectations, etc.), in the other school the deputy is responsible for all these tasks and, in the third school, it works as a self-managing system where everyone knows what he/she has to do.

Based on the interviews without making a claim to completeness, the conclusion is that principals focus on the following areas and activities (the appropriate Central5 category is indicated in brackets):

- Development of basic skills, improvements after the national competence test, enhancement of methodology culture. (A)
- Personality development – beyond cognitive competencies, development of social and personal competencies is also a priority task (A)
- They have learned to adapt to change; there are those who can handle change proactively and some can even generate it. They apply for grants, innovate, can generate resources. (C and B)
- They pay attention to internal dissemination of information (B)
- They are personally highly-dedicated; they learn and develop their skills; they undertake tasks outside the school, they are present in the professional public life both on local and national level. (C)
- They have organisational and individual objectives (E and C)
- They set their colleagues an example both as a professional and as a person; they inspire through example. (D)
- They set very high standards for their colleagues; they build partnerships and teams. (D)
- Generally, they act as leaders but sometimes the system requires them to use a managerial approach. Schools work smoothly and in a well-organised way. (D and E)

With the leadership focus successfully categorised in the Central5, the above list shows that the developed model worked well in the interviews; the key activities and orientations of the leaders could be added.

8.1.4 Evaluation and self-evaluation based on Central5

We offered the principals participating in the Excellence Programme that their staff could express (by filling in an anonymous online form based on the Central5 competencies) their views on the principal's performance as a leader. This can then be compared to the principal's own opinion about himself/herself.

» *Structure of the questionnaire*

In the questionnaire, we asked for views about the importance of the five domains of the Central5, to be rated on a four-grade scale (from entirely unimportant – to very important), based on the description of the areas. Subsequently, we examined the Knowledge, Skills and Attitudes elements for each area one by one. The respondents rated these by importance and by relevance to their principal (the principal made a self-rating too). The questionnaire also featured background variables (such as gender, employer, residence, leadership experience; see Appendix 5).

One principal accepted the opportunity. We have chosen one aspect of the survey result to be introduced: a comparison of the averages of the self-rating and the staff ratings. The data available opens up the possibility of various further analyses.

The table below shows the Central5 areas and competency descriptor averages (knowledge, skills and capabilities, attitudes) by importance and relevance, based on self-rating and faculty ratings. These are displayed in the first column of the table. (*Table 32*)

	Principal		Staff	
	Importance	Self-rating by principal	Importance	Rating by staff
A – Leading and Managing Learning and Teaching				
Knowledge	3,88	3,71	3,64	3,72
Skills	3,97	3,59	3,57	3,61
Attitude	3,77	3,73	3,68	3,77
B – Leading and Managing Change				
Knowledge	3,9	3,9	3,66	3,77
Skills	3,92	3,86	3,66	3,68
Attitude	3,8	3,8	3,75	3,78
C – Leading and Managing Self				
Knowledge	4,0	3,25	3,67	3,67
Skills	3,71	3,58	3,71	3,63
Attitude	3,76	3,45	3,74	3,71

D – Leading and Managing Others				
Knowledge	3,82	3,55	3,71	3,65
Skills	3,95	3,38	3,72	3,48
Attitude	4,0	3,67	3,74	3,69
E – Leading and Managing the Institution				
Knowledge	4,0	3,75	3,79	3,74
Skills	4,0	3,76	3,82	3,73
Attitude	3,94	3,75	3,84	3,76

Table 32: Leader self-rating and rating results by Central5 areas

The principal attributed higher importance to knowledge, skills/abilities and attitudes than the staff, in all areas. The principal is stricter on himself/herself than the staff's judgement. An approximately 1,0 deviation is shown in a single area: in area B the staff rated the principal's knowledge and skills/abilities slightly lower than the principal himself/herself, yet they rated the principal's attitude to change equally. In the area *Leading and Managing Learning and Teaching* (A) there is a 0,1 – 0,4 difference between the rating by the principals and the staff. The staff, however rated the situation higher than the principal.

In summary, data on the four-grade scale strongly correspond and the differences are generally insignificant. Even where the differences were a little higher, the RDA interviews revealed the reasons. According to feedback from participants, the completion of the questionnaire containing all Central5 elements was very time-consuming; they found, however, that the results were easy to interpret and useful in practice.

8.1.5 The Central5 profile and the profiles of the principals⁷

We have used RDA several times and for several purposes during the project; Appendix 2 contains its detailed description, including the interpretation of RDA figures. We used it in our previous projects to describe leadership competencies in individual countries (Baráth, 2010, 67-95); in Chapter 5 it was used to support the validity of the Central5; we compared the competency profiles of countries participating in the project, based on RDA; and, finally, used it to analyse and develop a leadership training programme, see Chapter 7.3. When studying leadership excellence, we compared the principals' personal profile to the Central5 profile, aiming to find out

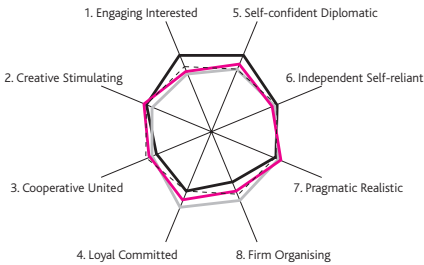
⁷ The RDA profiles of the principals were created by Tamás Kígyós RDA advisor.

to what extent the selected and provenly successful principals are in the possession of features characteristic of successful leaders in the rapidly changing and complex world of the 21st century.

The RDA diagrams enable the comparison of individuals' behaviour, ratings and the Central European criteria.

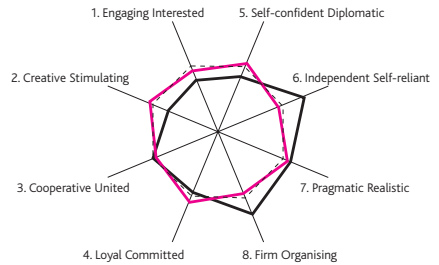
The diagrams help to determine to what extent the behaviour of individual leaders corresponds to the criteria defined in the Central5. For a deeper analysis, background data not displayed here are also required. Our aim was to demonstrate that the appropriate tools enable the comparison of personal profiles and job profiles, rather than to analyse whether the participating leaders were conforming to the Central5. This can be used as a base for defining recommendations for individual development.

Principal A



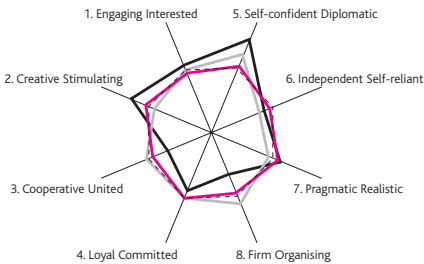
Function (red)
Behaviour (black)
Values (grey)

Principal B



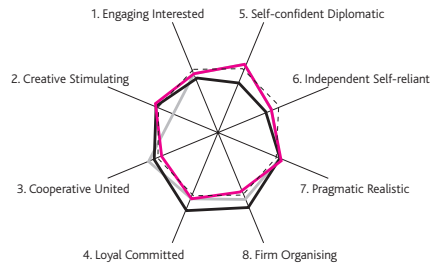
Function (red)
Behaviour (black)

Principal C



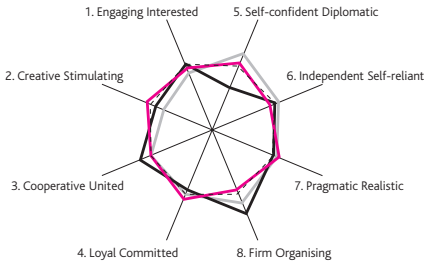
Function (red)
Behaviour (black)
Values (grey)

Principal D



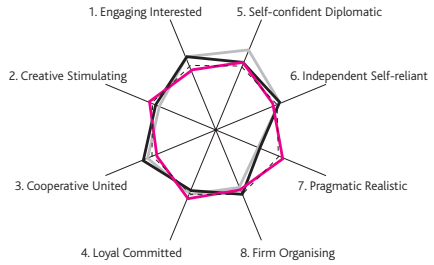
Function (red)
Behaviour (black)
Values (grey)

Principal E



Function (red)
Behaviour (black)
Values (grey)

Principal F



Function (red)
Behaviour (black)
Values (grey)

Figure 23: Principals' profiles and the Central5 profile in the RDA

Principal	Most effective field of operation	Least effective field of operation	Most important value	Trap
A	Pragmatic Interested	Realistic Organising	Loyal	Flatterer Snobbish
B	Independent Firm Organising	Engaging	No replies	Idealist
C	Diplomatic Self-confident Pragmatic	Self-reliant Realistic Cooperative	Engaging Loyal Self-confident Diplomatic	Suggestive
D	Committed Organising	Self-reliant Interested	Loyal	Subservient Opportunist Introverted
E	Firm Organising	Self-confident Diplomatic	Self-confident	Subservient Opportunist Dominant
F	United Self-confident	Realistic	Self-confident	-

Table 33: Behavioural characteristics of principals involved in the survey

	Persons	Persons	
Leader	3	3	Implementing
Relationship-oriented	4	4	Content-oriented
Dynamic	3	3	Stable

Table 34: Characteristics of principals involved in the survey, along the main dimensions of RDA

Where a characteristic was present in equal proportions, it was taken into account in both places.

Looking through the figure and tables above, it becomes clear that no pattern can be defined for leadership excellence on the basis of behaviour. (*Figure 23, Tables 33, 34*) (This was confirmed by the interviews as well.) Effective school leaders typically live their lives in the school; they are classteachers when necessary because this means direct relationship with teaching and learning; they are inclined to give classes outside compulsory hours, in an “undeclared” way, and to do things themselves because this is the only way they feel satisfied – delegation is not necessarily their strength.

While the principals’ effective and less effective areas of operation are very different; the range of values they consider important are narrow: loyalty and self-confidence are clearly determinants. This suggests that what is “identical” is not to be found in the behaviour of the leaders but rather in the values they possess. No conclusions could be drawn from the traps.

Figure 23 permits identification of the similarities between the principals’ values and the expectations of the Central European profile (F is an exception). That is, the principals have a nearly identical perception of an ideal school principal, but they themselves do not necessarily work that way. It is apparent that they perform their activities in alignment with their own values and with an identical focus, but the way they do it is different. The survey did not investigate whether all involved in school management in the individual institutions were able to comply with the expectations and whether or not they covered all the Central5 competencies; this would be an interesting topic to examine.

The interviews and the RDA results based on the Central European profile were consistent in all six cases. In the interviews, the principals confirmed the RDA results relating to their working and pointed out where they did not meet elements in the Central European leadership profile.

8.1.6 Conclusions, questions

» *Leader or leadership?*

We have already referred to this question indirectly in an earlier point in the present chapter. The question is whether conformity with the Central5 profile should be examined solely for the leader or across a leadership team?

The leader profile thus created is extremely complex. Presumably there are but a few, who can meet all these expectations⁸. So, there are two possible ways to follow:

⁸ In the course of a Peer Learning Activity, when the professional group met principals to get their feedback about the model, one of the participants remarked: when reading the list of expectations, he thought that only Jesus might meet each of them.

either to improve the leader to “perfection”; or to expect as a whole a school leadership team to be able to meet all the expectations.

According to modern leadership theory, these days we no longer talk about leaders but leadership. Since Belbin, we know that the more diverse the leadership team is and the more different the behaviour of its members, the more efficiently the team can function. It is more than pleasing to be together with people whom we understand each other without words, however, as Alexander Oakwood⁹ says: if two people always tell the same, one of them is superfluous. If each member of the leadership team thinks and operates nearly the same way, there is no-one to put questions from another perspective; no-one to suggest other options. There are no fertilising debates and thoughts taking shape in the course of convincing each other.

The majority of principals participating in the project are of a rather determined character. Each of them has areas where they can behave very efficiently, work effectively and successfully, and there are competencies they lack. (See point 8.1.4.) Making up for these deficiencies can be done either by improving the leader or by delegating the given function to others within the leadership team. In the first case, the aim is to improve the leader’s competencies that are inefficient. Naturally, there might be areas that are not – or not so – important to him/her, so they can be improved only through great effort or not at all. The other option is to expect the existence of all leadership competencies from the leadership team as a whole, instead of from a single person. Both the study of professional literature on leadership and the adaptation of the Central5 model in identifying leadership excellence confirmed the correctness of the latter choice.

» *Learning organisation, transformational leadership, new instructional leadership*

While examining leaders who perform outstandingly it was important for us to see whether they are successful because they work as transformational leaders and operate a learning organisation focusing on learning. This approach is in accord with the structure of the Central5. This is because the first area: *Leading and Managing, Learning and Teaching* is at the core of the competency framework. It is worth making a delicate differentiation in this area. Namely, the aim and task of teaching is to promote learning for students, pedagogues, for the leadership team and for the entire organisation. The function of the other four areas (L&M change, self, others, and the institution) is to support and optimise learning – this being the primary aim of schools.

⁹ The author is the writer of several books about leadership, time management and success, also a well-known creator and collector of aphorisms.

When focusing on learning and its results, it is justified to briefly examine whether or not leadership affects or influences learning efficiency. Early research indicated there was no direct correlation between leadership and student/school efficiency. It came to light from later analyses that this outcome had derived from limited, less sophisticated analysis procedures, along with concentrating on direct correlations only.

Through re-analysing 26 previous research findings, Hallinger and Heck (1998) were the first to recognise that there is a definite, significant relation between the quality of leadership and learning results. This relation relies on a complex system of impacts, whose exploration and detection became possible with the use of more sophisticated methods of research and analysis.

The next significant stage was the Australian LOLSO project (Leadership for Organizational Learning and Students Outcome). Based on a longitudinal survey conducted on a large sample, researchers examined how the learning organisation and leadership affect student results. (Mullford & Silins, 2003; Mullford, 2003.)

The Wallace Foundation examined the correlation of leadership and efficiency in the United States. The wide-scale, methodologically-demanding, using both qualitative and quantitative longitudinal surveys conducted with a large sample also confirmed that leadership is one of the key elements in the improvement of learning (Leithwood et al, 2010). In the United Kingdom, the National College of School Leadership did similarly complex research that also verified the significant impact of leadership (Day et al, 2009).

The results of the research and analyses mentioned above are entirely consistent. There is a strong, significant, empirically-based and quantitatively-justified correlation between the value perception, quality and strategic activity of leadership and the improvement of conditions at school, which led to progress in student results. All this was verified through complex, large-sample, longitudinal surveys aiming to reveal indirect impacts, and also took into account the mechanism of non-linear impact by leadership.

The quoted researches and their results support the focus of the Central5 along with our assumption made when testing the competency framework: leadership focused on learning may be an important success element at the selected schools.

The medium of leadership impact is the learning organisation that is able to adapt to perpetual change and give relevant answers to needs for improved effectiveness. Adaptation requires the transformation of the structure, processes and practices of the school in a way to support continuous learning (Dibbon, 2000; Silins et al, 2000). The model of transformational leadership is a good fit for shaping a learning organisation. Transformational leadership involves vision-planning, communication and actions that align people in order to achieve clear and precise targets. This leader transforms

himself/herself along with the nature of leadership, while continuously learning in order to lead properly. A transformational leadership is well-prepared and educated; it stimulates colleagues intellectually; shared leadership works with middle-level leaders and teachers; it is community-focused, maintains close liaison with the school's community, integrates their values and is responsive to changes and expectations; it is able to create a common set of values for the school; organizational learning works well.

The principal supports colleagues individually, acknowledges their performance and listens to their opinion. S/he is able to create a climate of trust, has an insight in what is happening and understands changes. S/he creates an organisational structure which enables participation-based decision making. They collectively create mission, vision and goals; s/he sets high standards of outcome and keeps an eye on efficiency and innovativity. (Burns, 1978; Bass, 1990; Leithwood & Jantzi, 2000.)

Transformation and the development of the concept of learning – with the apposite critical remarks relating to transformational leadership (Barnett, McCormick & Conners, 2001; Marks & Printy, 2003) led to a new instructional leadership model that can be basically interpreted as a high level integration of the transformational and distributional leadership model, whose key feature is a focus on learning. (Verbiest, 2010.) It is appreciable from the short contextual description of leadership models that characteristics of these models can be found in the structure of the Central5.

Looking strictly at the criteria, the institutions examined do not work as learning organisations yet, but it is evident that each of them, without exception, is heading along the road to become a learning organisation. From the level of practice and operation, we can establish that leadership supports learning in all excellent schools; learning is continuous, beyond learning through funded projects, and interpreted in the widest sense of the word. Formal, non-formal and informal learning are all taken into account (vocational qualification courses, in-service and intern trainings, pedagogical workshops, demonstration lessons, personal discussions, exchanges of experience, etc.). School work, events and programmes are regularly analysed and evaluated; they learn from lessons and from others, and also learn from their experiences, results and failures. They share experiences with each other, thus a common organisational knowledge develops.

From the analysis, we can draw the conclusion that several successful leaders have moved towards system leadership (Hopkins, 2009). They do not consider it their main task to be present at the school and organise institutional processes at an operational level. They probably delegate these tasks efficiently, while frequently deliver their knowledge at external locations (e.g. in other schools) and work on strategic developments in order to improve the system. In case of A-E leaders the

interview confirmed the existence of features of a system-minded school leadership; the RDA survey also verified this, with the following findings. A key element of system leadership is system-minded thinking, along with reality-based planning. This is semi-axis 7 of RDA where A-E leaders in the research have reached high results. The only exception was leader F, who does not use this leadership model at all, as was also indicated in the interview.

8.1.7 The Excellence Model

Our aim with the project was to examine whether an excellence model might be set up for school leaders. In other words, whether we can tell, based on his/her work, behaviour and competencies, what an efficient and excellent Hungarian principal is like and how this excellence correlates to the internationally-developed Central5 competency framework.

There are several complex systems that describe professional and human excellence from a given perspective. These models attempt to grab perfection. Such excellence model may be the summative list about leaders of outstandingly successful schools (Levine & Lezotte, 1992); the system reporting the 7 habits of highly successful people created by Covey (2001); and we consider the Central European leadership competency descriptions elaborated in the present project to be one of them too. By comparing competencies of school leaders with the descriptions of the complex models we can presumably never find the "real one", the perfect person, as in fact there is no such person! Excellence models work in a way that excellence criteria are compared with individual competencies. Based on the distance between model criteria and individual competencies it can either be admitted that it is small enough that excellence be attained, or it can show where there is room for improvement.

» *Major characteristics of excellent principals*

We can state in advance that the behaviour and work of the six principals involved differ from each other considerably. Their most efficient field of behaviour is quite different, and so are the areas they do not cultivate sufficiently. Some are highly self-confident and determined, creative and listen to others, but are weak in internal organising ability. Others are very firm and pragmatic, but not self-confident enough; and yet others are very collaborative and always manage to attract the attention of colleagues, but are not pragmatic enough. These differences are properly reflected in the behaviour profiles in the RDA model; they all considerably deviate from each other. The differences were confirmed by the interviews as well. However, it is highly important for all principals that each student be effective in the field of learning, gain results in accord with their

skills and improve continuously. All six leaders have organisational goals that they work hard for, although they may do them differently. Their skills and capabilities differ considerably, but their scale of values and pedagogical statements reveal several common or even identical features. The latter was clearly reflected in the interviews; it also came to light that the value in the profile of leaders in the RDA shows meaningful similarities.

» *Characteristics of leaders examined and Central5*

In the list below formulated on the basis of the interviews made with the school leaders, we summarise the activities that are central to their work. In the description, we follow the domains of the Central5, but we have not made within the domains a breakdown by knowledge, skills and attitudes.

Leading and Managing Learning and Teaching

- Each student's effective learning is important (personal support, personal improvement plans, classroom adaptation and differentiation); along with teaching, special attention is paid to personality development of students as well.
- Focuses on classroom; emphasis is placed on learning basic skills and capabilities.
- Sets high standards for students.
- Teachers are expected to inspire students and to use the most up-to-date teaching methods.
- Creates a stimulating learning environment (building, tools, safety, etc.).
- The process of learning and teaching is regularly evaluated and improved.
- Uses evaluation to improve.

Leading and Managing Change

- Makes sure that mission, vision, strategy and goals are visible and known in the school; knows exactly where the school is heading.
- Principal works as leader in the institution.
- Generates internal development in order to reach pedagogical goals; continuously monitors teaching innovations.
- Utilises all improvement and project application options that may support the achievement of goals.
- Able to adapt to change flexibly.
- Pays attention to change, internal dissemination of developments, along with building them into daily practice. Internal forums are used for sharing knowledge.
- Drives change management, supports improvements in the environment.
- Able to handle resistance that may emerge against change.

- Able to identify strengths and weaknesses of the organization.
- Able to create a climate of trust; has insight about what is happening and understands change.

Leading and Managing Self

- Learns and self-trains continuously; hard worker.
- Dedicated, genuine leader; motivated for tasks; has strong faith in “making a good school”, where students feel fine. Extremely performance- and solution-oriented. Ambitious. Never gives up professional belief; makes no compromise.
- Acts as example for the faculty; able to fulfil expectations set towards colleagues; has a suggestive personality; remains a “child-focused” pedagogue.
- Deems students’ personality development at least as important as improvement of cognitive capabilities.
- Gives students’ interests priority, followed by that of teachers’; does almost everything for students and colleagues.
- “School dependent”, envisages his/her life only in the school in the long run.
- Decisions in the school are made with the involvement of the faculty; involve teachers in improvements, thus making them dedicated to implementing changes; major support for the leadership team; selects fellow leaders in a way to ensure all necessary competencies for leadership collectively; this helps to achieve goals by all means.
- Typically systematic.
- Possesses realistic self-knowledge; able to develop.
- Good communicator; able to participate in solving organizational conflicts; assumes responsibility for his/her work and decisions.
- Initiator; innovative and transparent.
- Win-win games are going on within the institution; self-control works.

Leading and Managing Others

- Sets very high expectations towards colleagues, but provides all support to ensure these are fulfilled (e.g. practice-oriented in-service education).
- Able to motivate colleagues; stimulate them intellectually. (One major motivating force is the need to work at a high level that enables them to survive!) The leader can motivate others best through setting good examples.
- Team builder.
- Ensures reflective environment; recognises, praises and supports positive outcome.
- Pays attention to colleagues, appreciates their work.

- Asks instead of giving orders; colleagues fulfil all pedagogical and professional requests; there is partnership between them.
- Insightful, more knowledgeable than colleagues in his/her degree subject, as well as in pedagogy and methodology.
- Professional cooperation works in the school; faculty is highly dedicated and basically homogeneous.
- Able to create synergy within the institution; can take risk to a certain level.
- Knowledge and experience are shared; a common organizational knowledge is formed.
- Empathic towards colleagues and students; helpful and supportive.

Leading and Managing the Institution

- Manages the school well; holds a professional degree in public education management.
- Able to create good liaison with partners of the school (parents, micro-environment); involves them in school life and activities; very good on relationship-management.
- Assumes public role in professional and local organisations.
- Provides the necessary information to each member of the organization to enable them to fulfil their tasks.
- Documents are in good order, executed at high level; continuously observes changes in legislative and professional regulations affecting the operation of the institution; informs colleagues accordingly.
- School is managed by a harmonised leadership team. Consensus is reached through debate.
- Everyone in the organisation knows his/her task and scope of decision-making and responsibility.
- The faculty spends time and energy on improvement and development.
- A transformational leader who distributes tasks, authority and responsibility. Through transformational leadership, he/she is able to set the organisation on the way to become a learning organisation; organisational learning works well.

The above list properly presents the competencies that enable principals, with a vision in mind and collaborating with colleagues and partners, to implement a good and efficient school in Hungary today. We could also see that the activities of these leaders were aligned well with the internationally developed Central5, and this could serve as proof of the model's adaptability in practice.

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8.2 Individual development with the Central5¹⁰

Tibor Baráth, Györgyi Cseh

We used the Central5 for continuous development based on self-assessment among first-semester students of the leader training programme of the Hungarian-Netherlands School of Educational Management (HUNSEM) of the University of Szeged.

Our goal was to make students consciously use their professional studies for developing their leadership competencies. For this, they prepared individual development plans, consisting of the following stages.

8.2.1 Individual assessment of competencies

We used the Central5 for the assessment. We prepared a questionnaire based on the description presented in Chapter 4, in which, after describing the particular areas, the participants of the training programme responded – using a scale of five grades – to the question of how important they considered the competency elements defined in Central5 (knowledge and understanding, skills and attitude). They also evaluated their own competencies, that is, to what extent they possessed the characteristics and knowledge described in the model. The competency assessment was, therefore, based on how students perceived the following in their work: what they are good at, what they can make work in an excellent way, and which are those fields where something just doesn't work, where they don't feel effective, and what areas needed to be developed which they could identify. The students completed an online questionnaire, and the results were available at the consultation where self-assessment was further refined.

8.2.2 Assessing competencies – mutually supporting each other

¹⁰ Its application in the model training was designed by Györgyi Cseh, who also assisted students and helped them prepare individual development plans based on self-assessment.

At the consultation session the students engaged in a conversation and discussion based on their self-assessment. They tried to ask each other relevant questions, helping to build their self-assessment on facts and evidence. The discussions among the students were held per domain, and they worked in pairs. They shared their experiences with a different partner in each leadership competency domain, which promoted the appearance of different approaches (naturally, the team-building effect of the process was also important). The discussions held in pairs developed their self-knowledge, thus complementing the results of the individual assessment.

8.2.3 Preparing individual development plans

Based on the questionnaire results and the discussions held in pairs, the students checked the competency elements which they considered important or very important but which they hardly possessed. They selected some of these competency elements, whose development they consciously put in the focus of their own training. Then each student prepared their own individual development plans, based on their studies at HUNSEM.

8.2.4 Leadership training subjects supporting development

As part of the development plan for the first semester and taking into account the goals, requirements and syllabus of each subject, they considered in what and how the subjects taught at the leadership training can help their individual development and support reaching their goals. For this, the students could request help from the tutors during the training programme. They needed to consider the following:

- Which content or methodological elements of a particular subject help their development and reaching their goals?
- Do these contribute to their development directly or indirectly?
- What do students need to do to “make things happen”, that is, to achieve the desired change? Thus, the students defined and planned concrete tasks and activities for themselves.

8.2.5 The process of development

To implement the development plan, each student chose a critical friend to monitor the process. The critical friend could be a peer or even a colleague, a friend or a family member whom the student could trust and accept. Trust and the role of the given person were important: he/she should support, give feedback to and help the implementer of the development plan. Besides the critical friend, no-one else will ask how the students became more during the training programme, which of their competencies developed most and how this will make them better at their work. It also means that the process itself is not part of the formal assessment of the students' performance. The tutor initiating this form of individual development also proposed the use of an assessment during the process.

Completing the table below helped in drawing up the development plan.

(Table 35)

	Area assessed	To be developed	Adequate	Excellent
1.	Leading and Managing Learning and Teaching			
	Knowledge			
		Reasons and explanation of the assessment		
	Skills, abilities			
		Reasons and explanation of the assessment		
	Attitude, motivation			
		Reasons and explanation of the assessment		

Table 35: School Leadership Competency Knowledge, Skills and Attitudes Assessment

The same format was used for the other four domains.

8.2.6 Monitoring the process

The self-assessment and individual development process built on the Central5 ends at the end of the two-year training programme; its impact and results will be evaluated later. Based on the first experiences, the management of HUNSEM decided to assign a tutor in each semester to support the students. The assigned tutor will help students reconsider their development plans, assess the achievements, adjust their goals, if necessary, and define and realise the tasks and activities.

8.2.7 Conclusion

The Central5 had a stimulating effect on the development and application of the methods and procedures of competency development, assessment and support customised and adjusted to the individual needs of the students participating in the leadership training, and therefore to the goals they set accordingly. The students performed the self-assessment with great interest and a positive attitude; it also helped them a lot in discussing the way they work with their peers. They also received support from a peer when preparing their individual development plans. Based on students' and teachers' experience, individual development plans can be generally and systematically used in the future. Of course, this process should be linked with the development of the leadership training programme of HUNSEM, the suggestions of which are described in Chapter 7.3 (also based on a comparison with the requirements of the Central5).

8.3 Exploring school leadership competencies in action

Michael Schratz

Leading and managing are complex social practices that reflect values about the future of education, in particular, and society at large. Successful leadership involves the ability to integrate knowledge from various sources, the ability to handle complexity and to deal with the needs and expectations of various stakeholders. Leadership and management activities are always socially situated that means they are closely linked to a particular social situation in which they occur. Therefore social, cultural and institutional aspects influence leaders' daily practices. Chapter 4 gives an overview of the individual competencies which form the foundation from the underlying research, arriving at five competency domains.



Figure 24: Interrelatedness of competency domains in leading and managing schools

The figure above shows that the individual competency areas have to be seen in their interrelatedness by the metaphoric use of parts of a puzzle which fit together in a loosely coupled way. (Figure 24) In this regard, a vignette format has been chosen to highlight the interrelatedness of the competencies in a particular social context, which can of course vary from country to country, from school to school and from the constellation of the actors involved (school leaders, teachers, students, parents and other stakeholders). The effectiveness of leadership is in how the interrelatedness of the competencies is realized to achieve the desired goals. The vignettes illustrate the dynamic relationship between the individual competency areas. This renders the idea of “personal mastery”, which “goes beyond competence and skills, though it is grounded in competence and skills [...] personal mastery suggests a special level of proficiency in every aspect of life – personal and professional. People with a high level of personal mastery share several basic characteristics. They have a special sense of purpose that lies behind their visions and goals.” (Senge, 1990: 141 – 142).

For the study of leadership and analytical purposes it may be fruitful to look at the individual competency areas in more detail (e.g. in professional development activities). To help analysing social situations where school leadership and management occur, an instrument has been developed (see the figure below), which can be used when observing leadership and management in action. (Figure 25)

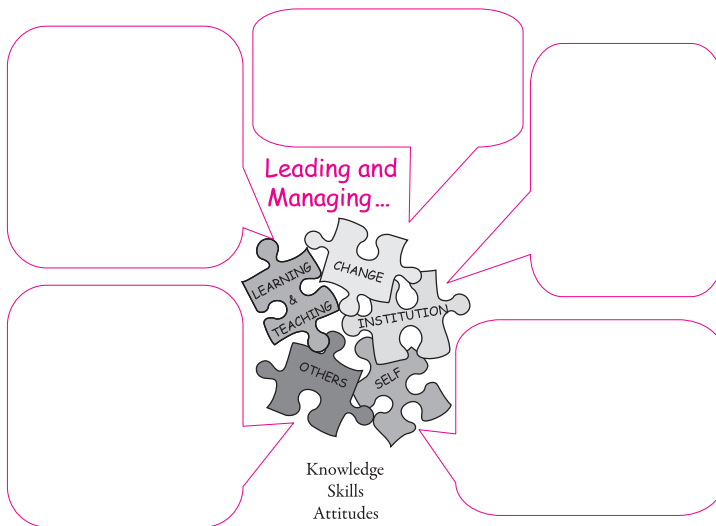


Figure 25: Exploring management and leadership competencies in action

The instrument, “Exploring management and leadership competencies in action” (Figure 25) can be used to observe leadership and management in real-life situations (or videographs thereof). Either a single person can use the observation sheet and deals with all five areas or individuals or groups may concentrate on just one area and compare and by collating the results may afterwards contrast their findings. Before using the instrument, it might be helpful to study the competency framework and look at knowledge, skills and attitudes which might be associated with the particular area. While observing leadership and management in action, the observer(s) fill in relevant information into the respective bubble of Figure 25. Sometimes, it is not possible to differentiate exactly, which has to do with the interrelatedness of the areas. After the observation the findings in the different bubbles referring to the jigsaw parts are analysed and discussed with a view to improving leadership and management through reflection-on-action.

8.4 Leading and Managing Self: self-assessment tool

Eliška Křížková, Glynn Arthur Kirkham

8.4.1 Introduction

One way of using the Central5 is via the development of self-assessment tools against the competencies listed in the framework. The questionnaire below is an example of such and is intended for those who wish to assess themselves in the competency area, Leading and Managing Self.

This area can be divided into four sub-categories – professional/expert skills, personal/interpersonal strengths and areas for development, self-evaluation and styles of leadership.

Questionnaire users are asked to respond to a list of statements in each of the sub-categories and, based on their responses, to create an action plan for their own development.

8.4.2 Questionnaire rationale

The purpose of this questionnaire is to cause you to examine your approach to leading and managing your self in your role. Please respond to the statements and then reflect upon your responses.

In order to gain a greater insight into your current capabilities and development

needs, after completing the questionnaire yourself and reflecting on your responses you may wish to gain feedback from a critical friend (someone who knows you well professionally, whose views you value and with whom you will continue to maintain good personal relations after s/he has given feedback) by asking them to complete the questionnaire about you or by sharing your own responses with her/him and asking her/him how accurate you were.

8.4.3 Protocol

The following statements relate to the skills and understanding elements of the *Leading and Managing Self* area of the competency framework.

Please indicate your current, self-reflected view of your strength in relation to the skill indicated in the statement. Only a Yes or No response is required.

Please respond to the following statements honestly (that is, how you actually are rather than how you would like to be).

Please note: Your decisions should be made on the basis of the strength of evidence you could supply to defend your choice.

» *Professional/Expert skills*

1. Information and Communication Technology skills

By inserting a \surd in the individual box opposite the skill, you are stating that you are **confident** of your skills in this activity.

Word-processing

Web searching

Spreadsheets

Presentation (for example, Powerpoint, executive reports)

File management

Web browsing and Communication using the web

Web editing

Project management

IT security

2. I am able to process and use the data from a variety of ICT sources. Yes No

3. I am able to speak another modern foreign language at CEFR level B2. Yes No

4. I regularly read journals on the subject of pedagogy and application of new methods, share and discuss these with the teachers in my school. Yes No

» *Personal/ Interpersonal strengths and areas for development*

5. I know which areas I need to develop to meet my view of my professional self. Yes No
6. I am disciplined in managing my time to attain my professional goals. Yes No
7. I use my communication skills effectively to ensure that my points of view are clearly understood by all. Yes No
8. I ensure that I manage my days to eat and rest in order to maintain my energy levels. Yes No
9. I am able to recognise when I am becoming (di)stressed and can respond by returning to a state of calmness. Yes No
10. I am able to see new ways of doing things and making connections between ideas. Yes No
11. I see problem-solving as a natural activity and an intellectual and practical challenge. Yes No
12. I make a point of regularly exercising and have a good work-life balance. Yes No
13. I have a clear and explicit code of ethics which I apply in my professional life. Yes No
14. I learn from working with and listening to others. Yes No

» *Self-evaluation*

15. I am aware of the possibility of self-delusion and therefore use a variety of feedback methods from internal and external sources (including 360 degree appraisal) to evaluate my activities as a school leader. Yes No
16. I reflect upon feedback and establish clear and measurable goals in order to improve. Yes No

» *Styles of leadership*

17. My values are clearly understood by me and by those with whom I work. Yes No
18. I have a clear vision of how to improve the school and of my role in achieving that. Yes No
19. I champion (act as an advocate for) the implementation of the agreed vision. Yes No
20. I understand education to be for the future and not the present. Yes No
21. I take professional responsibility for all my actions. Yes No
22. I act and behave in a manner consistent with my professional beliefs and a professional Code of Ethics. Yes No
23. I always act in a way which shows respect for the individual and in a way which I would like others to treat me. Yes No
24. I listen carefully to the ideas of others knowing that there are different ways to achieve our vision but believe that a collective school approach, for example, to learning is essential. Yes No
25. I am aware of the role of school leader as “primus inter pares” (first among equals) and act accordingly. Yes No

8.4.4 Self-reflection

After a re-reading of your responses and initial reflection, you might want to consider:

- I. how strong is the evidence that you can supply to verify your responses
- II. how you can maintain those competencies to which you responded with a “Yes”
- III. how you can improve those areas to which you responded with a “No”
- IV. seeking the views of a “critical friend”. (See above under the heading, “Questionnaire rationale” for the definition of a “critical friend”.)

The establishment of an action plan with clear, measurable and reasoned targets (What? and Why?) in terms of time (When?) and manner (How?) is one way of making personal progress and achieving positive outcomes in your professional role.

CHAPTER 9

A Swedish perspective on school leader competencies

Kristina Malmberg, Thomas Söderberg

9.1 School leadership in
Sweden

9.2 The peer-review part of the project

In this chapter the aim is to present the Swedish case, as an example of how a Nordic country has been dealing with issues concerning school leaders' competencies. Our role in the project is in some ways different from the other partners. Firstly, since 2011 we are newcomers in the project group as we only have been part of this last project *International Cooperation for School Leadership* (ISCL). Secondly, we have a somewhat different contextual background representing a Nordic and not a Central European country. Thirdly, our role in the project is to try to mirror the project aims and activities from a Swedish perspective.

We will start by giving a short description of the educational context and to highlight some key issues concerning school leaders in this context. We will then focus on the changing role of the Swedish school leader and give an overview of formal demands and expectations of school leader competencies. The point of departure is mainly the national perspective although the perspective of other stakeholders will be presented too. Our main sources are a report on improving school leadership by the National Agency of School Improvement (2007) and two articles on school leader education in Sweden, one by Ekholm (2007) and the other by Johansson & Svedberg (2011).

The following questions will be addressed:

- What kind of qualifications and competencies are acquired from the Swedish school leader?
- Who are formulating the demands? Where do they occur and how have they been processed?

Finally, we will make some reflections on the competency framework developed within the ICSL- project in relation to the Swedish case.

9.1 School leadership in Sweden

» *The Swedish educational context*

Sweden has a population of just above nine million people, of which around one-third lives in the three major cities of Stockholm, Gothenburg and Malmö. There are in total 290 Swedish municipalities with average around 30,000 people but with a very wide variation in population size. Some municipalities have just a few thousand inhabitants and others well over 100,000. Each of the municipalities is responsible for the use

of taxes within several areas such as technical services (water, sanitary), elderly care, childcare and schooling. The municipality has a local parliament reflecting the votes of the inhabitants and often an educational board with a political composition that also reflects local opinion.

Swedish spending on education is amongst the highest in the world. In 2003, Swedish total public expenditure on all types of education was 6.5 % of GDP compared with an OECD average of 5.6%. This places Sweden among the most generous countries in proportionate terms, although it has to be said that, in recent years, funds for educational institutions have decreased slightly. The level of educational attainment of the population is also relatively high, with less than 20% of adults having below upper secondary education, and almost 18% having tertiary education. Enrolment rates at the different education levels are quite high from pre-school through to post-compulsory education.

In Sweden, school attendance is compulsory for all children aged 7–16. The compulsory school is composed of nine school years. The ages when children may start school are flexible, a child can start school as a six, seven or eight years old but only a small minority start school aged six or eight. The compulsory school is mandatory and free of charge.

Most schools in Sweden are run by municipalities, which means that the municipality is the authority responsible for the school. It is most common for children to attend a municipal school close to their home. Pupils and parents are, however, entitled to choose another municipal school, or a school that is an independent compulsory school. Independent compulsory schools are open to all children and have to be approved by the National Agency for Education. Teaching in independent compulsory schools must be based on similar objectives to those in municipal schools, but may have an orientation that differs from that of municipal schools or denominational schools. If the school fails to comply with current regulations, the National Agency for Education can withdraw its permit. (In autumn 2010 the total number of compulsory schools was 4,630. In the school year 2010/11 there were 741 compulsory level independent schools).

The vast majority of compulsory school pupils, 88 per cent, attend municipal schools. At the same time, the number of pupils attending independent compulsory schools is at its highest level ever, over 105,000 pupils, which represents 12% of the total school population. In major cities 22% of pupils attended an independent compulsory school (Swedish National Agency of Education, 2012).

» *Changes in the educational system*

The Swedish education system has undergone a number of important reforms in the past 25 years that also have had a strong bearing on the tasks of school leaders. A process of decentralisation has left the government with few policy levers at a national scale. During the 1990s, the education system was decentralised from the government to local authorities. The arguments for the reformation were to encourage greater innovation and flexibility in the system and to stimulate local democracy, to reduce spending across the public sector and to promote increased efficiency by introducing more market forces in education (e.g. more competition among public schools and the encouragement of approved independent schools). The reasons behind the transformation of the system from a highly centralised to a highly decentralised one were not only rational. During the 1980's the municipalities showed the state that they were fully competent to manage their own affairs and many requests were made that more autonomy be given to the municipalities. It was also a reaction to the severe economic recession that Sweden experienced in the early 1990's.

The government has retained the overall responsibility by defining the national objectives and guidelines of education and curriculum, but the municipalities have freedom to determine how they want to accomplish this. While the government and parliament continue to play a substantial role in school education, since mid-1990's the system is goal and results-oriented. Within the framework of the guidelines adopted by Parliament and the Government in the Education Act, ordinances, curricula, syllabuses and timetables, the local authorities decide how school education is to be organised and what resources to allocate for this purpose out of their budgets. Within this decentralisation trend, support for alternative schools has been promoted (Swedish National Agency of school Improvement, 2007).

The Swedish school system has changed direction in a number of ways, towards decentralisation. Governance of the Swedish school system, which previously was done by top bodies in the school system like the Ministry of Education and the National Board of Education, where diagnosis of problems were made, goals were formulated and solutions to problems were designed, has sharply changed (Ekholm & Groth & Lindvall, 2011: 10-11).

The role of the centres of power that now exist at the national level (the Ministry of Education, the National Agency for Education, the National School Inspection) are today to indicate problems and set goals for the inner work of schools, while the more peripheral parts of the system have to find solutions to problems and to implement them.

“The governance of the school system has moved from an implementation steering based on rules and regulations to a goal-based performance management. The steering of the educational system has largely changed arena. Previously, decisions were prepared and taken in one single arena covering the whole country. Now preparations and decisions are made at nearly three hundred municipalities, which has had major implications for the school leader profession.” (Ekholm & Groth & Lindvall, 2011: 10-11).

One aspect of decentralisation is that municipalities have been given responsibility for the allocation of school resources. The National Agency for Education has been able to show significant differences in how resources are allocated among municipalities. Municipal costs for schools vary significantly, as do teacher-pupil ratios and numbers of certified teachers. In terms of research on reforms, certain areas of development might best be regarded as unwelcome side effects. (National Agency of Education, 2009b). A recurring theme throughout the educational reforms of the 1990’s was decentralisation, where the general aim was adapting to local needs and circumstances.

» *The legal framework*

The Educational Act and the national curriculum including national objectives and guidelines for the public education system are laid down by Swedish Parliament and Government. According to the Swedish Education Act, all children and youths shall have equal access to education. All children shall enjoy this right, regardless of gender, where they live, or social or economic factors. The Education Act states that the education shall “*provide the pupils with knowledge and, in co-operation with the homes, promote their harmonious development into responsible human beings and members of the community.*” Consideration shall also be given to students with special educational needs. The school leader role and requirements are also established in the same law.

The Education Act, which in its latest version from July 1, 2011 highlights school leaders’ responsibility for pupils’ achievements and related to school effectiveness and teachers’ skills. According to the Education Act, every school in Sweden shall have a principal who has a good knowledge of rules and regulation valid for Swedish schools. As principal you have a responsibility to keep yourself well informed about the daily life in your school(s). You shall also, as a principal, actively work with improving education at your school. The Education Act also states that to be appointed as principal you have to have gained “pedagogical cognisance” by training and experience. In the Education Act, certain eligibility requirements are also stipulated for those who can be or are employed as a school leader. There, it is stated that a school leader should

have pedagogical insight acquired through education/training and experience. The profession is accordingly open to people with varied educational backgrounds. But, after appointment, school leaders are obliged to participate in the national obligatory school leader training programme.

Since 1994, the responsibilities for the school leader are explicitly expressed in the national curriculum. There it is stated that the school leader is at first a pedagogical leader and, secondly, a director of the teachers and other staff in the school. The school leader has overall responsibility for what is going on at the school. The organisation as a whole shall be ordered in such a way that it works in such a direction that the national goals and aims are fulfilled. There are, in the curriculum, even more detailed instructions concerning the students' working conditions; for example, that the principal has to supervise and ensure that teachers support the students, that teaching materials of good quality are chosen, that co-ordination of teaching occurs, that the students healthcare works, that bullying is opposed, that co-operation with parents functions and so on.

The school leader is responsible for the school's performance and results and has, within given frameworks, particular responsibility for ensuring that:

- “the school's working methods are developed so that an active influence from the pupils is guaranteed,
- the school's working environment is designed so that pupils have access to tutorials, teaching materials of good quality and other support in order to be able to find and develop skills,
- teaching and student care activities are designed so that students get the support and help they need,
- contact is established between the school and home, if there are any problems and difficulties.
- there is establishment, implementation, follow-up and evaluation of the school's programme of action to prevent and combat all forms of abusive treatment, such as bullying and racist behaviour among pupils and staff,
- there is allocation of resources and support measures which are to be adapted to the evaluation of students' development as a teacher, to the co-ordinated teaching of different subjects so that learners are able to perceive greater areas of knowledge as a whole,
- interdisciplinary areas of knowledge are integrated into the teaching of different subjects. Such areas of knowledge are, for example, the environment, traffic, equality, consumer affairs, sex and relationships, as well as the risks of tobacco,

alcohol and other drugs, forms of co-operation developed with the kindergarten playground class, school and leisure

- there is home support for each pupil's all-round development and learning, co-operation between the school and home are developed, interactions take place with the school in order to create the conditions for a consensus and a trusting co-operation,
- co-operation between the school and home are developed and that parents receive information about the school's goals and ways of working and different options,
- liaison with schools and working life outside the school is developed so that the students get practical experience with their choice of further education and career
- the study and profession-oriented activities are organized so that students receive guidance about the various choices that the school offers, and are offered continuing education,
- staff have the skills required for the professional fulfilment of their tasks, and the school's international contacts are developed
- school staff are have their attention brought to the international agreements which Sweden has undertaken and to take these into account for training" (National Agency of Education, 2011: 16)

There are all together about sixteen different responsibility areas and tasks for the school leader. Nowadays, it is possible for the school leader to delegate some of them to other staff members.

The legal security of the students is very much in focus. The principal is the one who interprets and handles all rules and regulations. A student who considers that his principal has made a mistaken decision can appeal to for an external judgement of the case. A new law says that if it is proven that a school has not done all that can be expected to protect a single student from being bullied or has been subject to other aggression, the student has a right to financial compensation.

» *Demands from other stakeholders*

The status of school leaders among the public can still be regarded as high. In many places outside school, school leaders are chosen to fill important functions, for example, in different associations and in political life. From the inside of the teaching profession one can notice a shift in the perception that teachers hold of school leaders. Earlier, a school leader was regarded as more of an administrator that should not bother too much with the daily teaching and learning processes. The power of the school leader

was also very limited compared with the situation today. One of the main expectations from teachers was that the school leader should protect the school and their staff from unnecessary interventions from inspectors and politicians. Today, teachers are well aware of the fact that they cannot establish and develop a well-functioning school without a competent and future-oriented school leader. Today's competition between schools demands competent, innovative and forceful school leaders. If a school in Sweden cannot today show good results and therefore loses students, the school also loses economic resources, which directly has an impact on the staff situation.

Much recent research regarding school leaders emerges from school effectiveness research and is focusing on different indicators or/and categories to summarise what an effective school leader is or how s/he should perform and this is also related to the concept of the effective/successful school. To find out the effectiveness of the schools via different standardised measures is one of the prominent methods in many Swedish municipalities. As a consequence, school leaders have to cope with these results and translate them into the context of the school to achieve and seek to increase the opportunities for development.

In a research programme carried out at Gothenburg university (Persson & Andersson, & Nilsson Lindström, 2003) school leaders in municipalities defined a successful school leader as someone who is loyal to the decisions taken at higher level, can manage scarce resources creatively, is a key member within a goal- and finance-managed organisation and is an enterprising implementer of school administration development ideas. The teachers, in the same study, suggested that school leaders should have a vision for how the organisation will develop and change, but what dominates everything else are the criteria of proximity and of security. In summary, the teachers interviewed declared that school leaders must have a base of knowledge concerning school everyday life, participate in activities, provide support for teachers, show respect for professional autonomy, be an equal colleague and have a vision.

In the study pupils wrote papers for the research team on the theme "*if I were a head teacher, I would...*" and from there the pupils' perception of a good head teacher arose. In summary, the pupils thought that a good school leader is visible in the school, is a buddy, is responsible for creating a healthy school environment. Pupils underlined the responsibility of the school leaders to create a good social climate in the school, and the desire to have a buddy relationship with the school leader can be seen as one aspect of this. In the survey, they also asked the parents questions about the characteristics of a good school leader. According to parents, a good school leader is characterised by the following: s/he takes responsibility for the working environment, acts transparently, has sensitivity, understands pupils' needs, has commitment and wishes excellence for the community and has competence.

The Swedish school inspectorate exercises control and supervision within the school system. They also conduct special reviews of special areas of interest. One review has focused on school leadership and the school leader. The findings from the reviews also has a major impact on school leaders and schools in their perception of what a school leader should accomplish. The major findings from these reviews is that the school leader needs to be more of a pedagogical leader in the sense that s/he should initiate and enable more of conversations and discussions focusing on instruction, teaching and learning. S/he should also encourage teachers to engage in learning and reflective conversations amongst themselves.

In these reviews – and in the rhetoric from the government – the words, ‘success’ and ‘successful’ are often used in relation to school leaders and school development. Frequently, the synonymous word, ‘effective’ is also used. These words stemming from both the school effectiveness research and from new public management have merged very well in the Swedish public sector.

» *Different requirements and demands on the school leader*

The school leaders’ role has changed corresponding to the schools’ development since the mid-1950s. Changes are also associated with general changes in society as a whole. The governance of schools has gone from a uniform rule-governed school where the national state had the full responsibility for the schools to a more decentralised system with the municipalities or other more autonomous stakeholders who are responsible for the independent schools.

In the new Education Act a more active role for the school leader is stipulated. Focusing on the educational/instructional leadership that encompasses several aspects such as school development towards an effective school, which, from the perspective of the authorities, is focusing on schools’ results: the attainment of pupils.

Society has given school leaders a key role in the educational system with great responsibilities for children, staffing and finance. The school leader’s duties and role has moved from a leadership that managed the regulatory system into a more instructional leadership and to even more, a kind of marketing director. The free choice of schools for pupils and parents is the facilitating factor but also more economic incentives are significant¹¹.

11 This still differs between smaller and large municipalities. In smaller municipalities with fewer schools and even fewer independent schools the impact of marketing of schools is less prominent and even not current. But in the 16 largest municipalities and in Stockholm marketing and competition between schools are part of the schools everyday life.

Instructional/pedagogical leadership also involves responsibility for the psychosocial work environment, social welfare, comfort and more. Even administrative leadership encompasses responsibility for the physical working environment, the budget, salaries, finance, marketing and so on.

What constitutes good leadership on the one hand and good school leader practice is not only defined by leadership but also by management that is to say how the school leader is taking care of business, or administration, legislation etc. The role is in this respect two-fold: both leader and manager.

Theories about leadership are plenty and could be summarised in four main streams, emotive, cognitive, social and cultural. The first focuses on emotions and personality or traits, while the second focuses on understanding and a realistic outlook. In the third, relationships and communication are in focus while the fourth is about legality and being a person in the world. The management aspects are more or less related to the leadership aspects but, in the Swedish system, they are interrelated and dependent on each other for good school leader practice as a whole.

Through new legislation, including requirements to exercise the school as an authority, the school leader role has become even more complex with an increased focus on external evaluation and monitoring. The school leader's responsibility for documentation and administration of evaluation are increasing in scope. The duty to present transparent authority is vital in the Swedish government system and school leaders are obliged to service both their own and other authorities with comprehensive data. This obviously leaves the school leader less time for educational/instructional leadership.

Further, to be a school leader in Sweden, is to have a complex, challenging and exciting job that in many ways differs from other managerial positions. A number of studies have shown that it is one of the toughest management jobs, both in ways of having more employees and in that work tasks are so numerous and so diverse. *So what competencies does a successful school leader need and how can s/he be trained?*

» *Leadership development approaches*

School leader training has a long tradition in Sweden. Before the early 90's the state was responsible both for recruiting and training. During the nineties when school responsibilities regarding recruitment and employment were decentralised to the municipalities, the training program for school leaders still remained under the responsibility of the state. So, for a long period there has been a shared responsibility and interest to provide school leader training. Four main but different paths exist.

The municipalities often provide recruitment training programmes and an introductory training programme, the state provides a national training programme and finally, universities offer an educational management Masters level programme.

Recruitment training programmes are for those who want to become school leaders and aims to give a broad view of different school leader functions. The aim is to encourage good people to apply for a school leader position.

Introductory training programmes are provided by the municipalities, and mainly focus on practical and administrative tasks of the school leader. In many municipalities also more personal, psychological and psychosocial elements are explored alongside with economics, human resource, occupational health and safety law etc. Often different consultants and consultancy firms provide the training. The most prominent theory and method references are group psychology, work psychology, and often based on military education such as Schutz's FIRO-theory.

The National training programme for school leaders will be presented in more detail below. *Educational management Masters programmes* can simply be described as university courses that can lead to a Master examination in educational management. Today the National leadership training program courses of 30 higher education credits can be included in such an exam. There is also continuing professional development for school leaders offered by the state. This focuses on work on assessment and quality.

» *A long tradition of nationally-initiated school leader training*

The development of the national training programme for Swedish school leaders has its own unique history. It was originally created in the 1960's in a highly-centralised system, which might explain why it has succeeded to be so tightly kept together as a programme over the years. Originally, the school leader-training programme was created as a tool for the state to prepare a strong decentralisation of its own school system. Although great changes have occurred over time, one can argue that school leader training for all new school leaders seems to be an institutionalised phenomenon in Sweden.

In an overview by Ekholm, the following arguments are mentioned. To be labelled institutionalised, the programme needs to be legitimised by power holders, both within and outside the school system. So, initially, an interaction between politically-decided new rules for the autonomy of local organisations in Sweden and the high awareness among unions of the school leaders of a need for a broadened professional basis played an important role. This sense of collective ownership has been a seal of the educational programme since its earliest version, and a high degree of clarity among

the stakeholders has been needed to get the programme into place. Further, the good composition of personal and material resources and the fact that the stakeholders succeeded in finding time for different actors to get the process rolling was and still is an important factor. The focus on leadership has all the time been present although the programme has been challenged from time to time. As Ekholm (2007) points out, one can say that the incentives of the system were slowly adjusted to the existence of the new component of the educational system.

» *The new National School Leadership Training Programme*

School leadership has been a common topic on the Swedish school improvement arena for at least two decades and training/education has again and again been described as a solution to educational shortcomings (Johansson & Svedberg, 2011). The national school leadership training programme has over the years been regarded as well functioning. One reason for that is that the State, through the National Agency for Education, which has had the responsibility of organising the programme was given sufficient resources to provide the training programme. External evaluations of earlier training programmes have pointed out some areas for improvement. The difficulties in defining the desired school leader competencies is one such area, another one is the unclear identity of the programme providers which neither were government agencies nor an integrated part of the university with a clear academic structure.

So in 2007, when a new programme was outlined, it was very much based on the evaluations of previous programmes. The legal aspects of leading and managing a school had been given too little attention. The previous training had not prioritised issues about how to follow up and evaluate the national goals as a basis for school development. Last but not least, the dissimilarities between the different providers were regarded as too big.

Since 2009 six universities have been commissioned by the National Agency for Education to run a three-year programme arranged as three separate modules where participants achieve 10 higher education credits for each course module. Among the aims of the programme it is stipulated that school leaders need to understand both their own role and that of the school, share the fundamental values governing how the school works, and be able to transform these values into concrete actions (National Agency for Education, 2009a). The three course modules should cover the following areas of knowledge:

Legislation on schools and the role of exercising the functions of an authority. This knowledge area covers the provisions laid down in laws and ordinances. Emphasis is

also put on how the school’s assignment is formulated in relation to national goals.

Management by goals and objectives. The knowledge area covers measures for promoting quality which are required for the school to achieve the national goals of the education, and create the conditions for its development.

School leadership. This knowledge area concerns how the work should be managed and led based on the national tasks of the head teacher and on what the head teacher set out in the steering system for bringing about development in line with greater goal attainment.

The three areas of knowledge are specified in three goal categories; knowledge and understanding, skills and abilities and assessment ability and approaches, all together 36 sub-goals or competencies that the school leader should be able to demonstrate after completion of the programme. The course objectives are formulated around two significant words and that is *shall and demonstrate.* (Table 36)

The objectives for the training programme are formulated around the concept “demonstrate” which indicates a focus on performance and exercise ability rather than a generic knowledge. They focus more on the cognitive aspect of leadership in terms of understanding the tasks and mission and they emphasise the behavioural aspect of the school leader as a performer or doer, exercising the different tasks and responsibilities. (Table 36)

Course	Area of knowledge		
	Knowledge and understanding	Skills and abilities	Judgement ability and approaches
	On completion of the training, the head teacher shall:		
1. Legislation on schools and the role of exercising the functions of an authority	Demonstrate good knowledge of the structure of the steering system and the head teacher’s tasks in accordance with legislation.	Demonstrate the ability to apply knowledge of applicable legislation in the school area, as well as making assessments.	Demonstrate the ability to make assessments in the area of school legislation with respect to the legal security of pupils, and relevant scientific, societal and ethical aspects.
2. Management by goals and objectives	Demonstrate good knowledge of the national goals, their background, and the role of the school in society.	Demonstrate good ability to explain the goals of the school, make these clear, and transform them into concrete actions.	Demonstrate good leadership abilities to integrate the school’s daily work with pupils’ results and development of quality in the school.
3. School leadership	Demonstrate good knowledge of what typifies the school as a learning organisation.	Demonstrate good ability as the head and leader of school personnel in managing and delegating work in order to maximise the learning and development of pupils.	Demonstrate good ability as a leader to provide explicit focus on the national assignment of the school.

Table 36: Example of course objectives from the three different courses

» *New programme – new challenges*

It is becoming more and more evident that education and, accordingly, issues concerning school leadership, are negotiated in new ways. At least three arenas can be recognized: politics – profession; national intentions – local conditions and public education – private education. Johansson & Svedberg (2011) describe this as a shift in the governing of schools. We are moving from government to governance, which brings in more interactive processes and a stronger focus on performance measures. What kind of school leader competencies are needed in this changing educational landscape and how are they influencing a nationally-commissioned school leader training programme?

The new programme is for the first time part of an academic course structure and the 30 credits can be included in a Masters' examination educational management. How is it possible to combine the commission from the National Agency of Education to deliver courses as a part of a governing system and at the same time provide an academic course in an independent critical way?

Finally, Johansson & Svedberg discuss the risk of a too ambitious and overloaded syllabus, which is common on all levels of education when many different stakeholders have to be recognised. The 36 sub-goals sorted into “knowledge and understanding”; “skills and abilities” and “assessment ability and approaches” illustrate a desire to define the legitimate competencies for school leaders. Does this way of describing school leader competencies also represent a shift from progressivism to more of essentialism?

9.2 The peer-review part of the project

Our role in the project has been two-fold. We were invited as representing a Nordic country to widen the perspective on school leadership competencies. During a project meeting in Sweden in April 2012, the project partners had an introduction to the Swedish school system and the opportunity to meet and discuss with different stakeholders. We have also had the role of participating peer reviewer. The agreed aim of the peer-review is primarily to promote learning among project partners. The purpose of the peer-review has been to provide reflections on the project development and adaptation processes and to give some comparative reflections on the development of the competency framework mirrored in the Swedish case. Below follows our reflections on the second part.

The competency framework has been developed with the ambition to provide a tool that can be used at different levels of the educational system for different purposes. See our detailed conclusion on the potential uses of the framework in Chapter 10.1.

» *The Swedish case and Central5 – Similarities and differences*

School leadership and school leadership competencies is a hot issue in Sweden as well as in Central Europe and the issue of what characterises a successful school leader is addressed in many different educational contexts. What similarities and/or differences become apparent when comparing what kind of school leader competencies are present and asked for in the Swedish context compared with those in the competency framework developed within the ICSL-project? What can be said when comparing where these school leader competencies occur and how they have been processed?

How does the Central5 correspond to the Swedish school leader training programme? The school leader discourse in the Central5 is in many respects consistent with the demands addressed to Swedish school leaders and the five competency areas would also be applicable in the Swedish context. If looking more closely at the five competency areas one can notice some differences in what is put in the foreground respectively in the background.

The five competencies outlined in the Central5 have great correspondence with the Swedish school leader training programme which focuses on legal issues, goal and objectives and school leadership. The content and objectives further outline the responsibility of the school leader to fulfil the goals and objectives outlined in the school law and curriculum and in relation to that see too that the school develops accordingly. The quality of the school is connected to the work to fulfil the goals and objectives. The role of the school leader is task-oriented towards the school law and curriculum.

It is not so much about the school leader as a person with certain psychological traits. The school leader should communicate in a democratic context. So regarding the five competencies the part about *Leading and Managing Self* is not so noticeable. Another way to express this is to say that the school leader as a function and role in the school system has a task to accomplish which focuses on the school as a political organisation on behalf of the school leader as a leader.

In Sweden we see a growing focus on instructional leadership which we also find in the area *Leading and Managing Learning and Teaching*. The areas *Leading and Managing Change* and *Leading and Managing Others* have great similarities to the expectations formulated both in the Swedish National training programme objectives and in the Educational Act and the National curriculum. Less attention is paid to the areas *Leading and Managing self* and *Leading and Managing the Institutions*. The more emotive aspects are not prominent in the Swedish training programme.

The way the competency framework is presented using three levels of competencies

(descriptors) knowledge, skills and attitudes, shows similarities to the goal-categories of the Swedish school leader training programme that are divided into knowledge and understanding, skills and abilities and assessment ability and approaches. One obvious difference is the number of competencies. The Central5 consists of more than three hundred descriptors while the Swedish national training programme has 36 sub-goals to achieve.

Another aspect that becomes evident when comparing the competency requirements is that there seems to be a stronger focus on more value-based dimensions of leadership in the Swedish case. The school leaders' responsibility to ensure the democratic values and the equal value of all as well as to act as a role model for democratic leadership is stressed in Swedish National training programme objectives, in the Education Act and in the National curriculum.

This comparison is restricted to the national level and to the planning aspect (see above) and our point of departure is taken in the national steering documents and demands for the school leader formulated by the government. From this standpoint there is a prominent difference in how and by whom the competency framework and the demands of the school leader are formulated. In Sweden, the politicians and government authorities play an active role in formulating the demands in the school law and curriculum and the corresponding training programmes. This needs to be understood both in an historical and political perspective. There exists a long tradition of both trust and belief in consensus within the political system in Sweden. That, at least, to some extent explains the legitimacy for this top-down approach.

The demand-driven approach developed within the ICSL project represents in this comparison more of a bottom-up perspective, by initially and actively taking into account the view of the stakeholders from within the school as well as parents. This, in many respects is an innovative way of identifying school leaders' competencies. By asking the stakeholders to describe the competencies needed to be a successful school leader in the 21st century maybe gives a more complete input to the competency framework. But a question remains: Does any of these approaches "seek outside the box" when trying to describe the desired school leader competencies for the future?

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CHAPTER 10

Conclusion and final thoughts

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- 10.1 Conclusions on the product
- 10.2 Conclusions on the process
- 10.3 Final thoughts

This publication presented the outcomes of the ICSL project. At this point, it is worth reflecting on what this involved. The project had tangible (formal) outcomes such as the competency framework and the results of its national adaptation. It is, however, not only the formal products that can be considered as intended outcomes. Additionally, the project has effects and results that add value but which have emerged over the course of the process and cannot be easily formalised. A detailed presentation of these informal results is not only very difficult but also exceed the purpose of this publication, yet we consider it important to mention them here.

The first section of this last chapter summarises the conclusions concerning the tangible outcomes by synthesising the results of the national adaptation processes and by marking potential future directions to develop the Central5 and sketching the possible domains of its application. The second section on the other hand deals with the less formal outcomes and, reviews the main learning outcomes of the process. It is the peer review, whose aim was primarily to promote learning among project partners by giving reflections on the project processes that allowed us deeper reflection on this aspect. Finally, the reader will find some more general and far-reaching thoughts, which may also be regarded as implications for policy-makers, stakeholders, professionals and practitioners.

10.1 Conclusions on the product

Kristina Malmberg, Thomas Söderberg, Nóra Révai

When reflecting on the main product of the ICSL project – the Central5, the competency framework – it must first be emphasised that the data gathered in the five countries with regard to school leaders' competencies from different stakeholders proved to be most useful and provided a strong foundation for the development of the framework. We have also seen that our findings and the ensuing product are commensurate with other international sets of standards and competencies for school leaders.

Let us now look at the conclusions from the adaptation process of the Central5. It is interesting to note that although the basic principles and general goals of the adaptation were the same and the types of the institutions (school leader training institutions) were similar, the realisation of the process and the results reveal a very colourful picture. The methods applied included documentary analysis, focus group interviews, questionnaire surveys, measurement tools etc. The participants involved in the process ranged from school leaders, instructors / trainers to experts and decision-

makers. In some cases, the conclusions contained plans for the strategic development of a training programme; in others, some critical remarks about the Central5, yet, in others, very general and global reflections on leadership and the educational system. Although the processes differed to quite a considerable extent it is worth reflecting on the common elements and on some general results.

All partners agreed that the adaptation process lent itself to a fruitful learning process for the staff of the participating institutions. A number of unexpected outcomes have emerged. In Slovenia, the NSLE staff have decided to come together regularly to reflect on their training. In Hungary, the competency framework contributed not only to the development of the training programme but also to that of the training institution as an organisation. In Austria, certain parts of the competency framework will be integrated into the curriculum of the new Masters' programme starting in 2013.

As a result of the national processes, partners received feedback on the competency framework itself. Let us now list some of the criticisms that appeared and reflect on them:

1. Central5 is too detailed
2. Impossible to satisfy all the criteria (school leader has to be Jesus)
3. It is not structured enough, subcategories would help
4. It is difficult to use it (too long, need for a glossary etc.)
5. There should be different expectations at the different levels of a school leader career (beginner, experienced, professional).

The expert team recognised the validity of the above issues and has already addressed some of them. The five key descriptors in each area have been introduced to facilitate the understanding and the legibility of the framework. A preface has been formulated to explain some of the intentions and decisions (with regard to ambiguity, overlaps etc.). Moreover, vignettes have been written to complete the framework's description with professional instances that demonstrate competencies in action. A glossary has been included to demonstrate how terms are to be understood in the text. On the other hand, some of the issues mark future directions for potential further development. One of them is to produce a version of the framework which contains substructures and organises the items in each area in thematic subcategories. Another possible development is defining professional standards based on the framework, thus determining required competencies for beginner and more experienced school leaders.

It is important to reflect on the usability of the Central5 in a little more detailed manner. It is clear that the framework can be used with the help of different tools and

for the purposes of different target groups and different situations. As can be seen from Chapter 7 and 8, many potential uses are possible:

- improving a training programme;
- building personal development plans based on the Central5;
- using Central5 as a training tool/method (e.g. vignettes);
- reflecting on national processes (e.g. national standards) with the help of Central5;
- self-evaluation and evaluation of school leaders etc.

The competency framework has been developed with high ambitions to be a useful tool at different levels of the educational system and also for other purposes. We see multiple use of the framework at four or five different levels. At the international level, we have seen how successfully the Central5 was used in and between the countries involved, which implies the potential for use in other EU countries. At a national level, we see a possibility for politicians to have a firm basis for policy-making. At an institutional level, school leader training programmes can make effective use of the Central5. A fifth level could be the board of different schools, where we also see potentials e.g. for the selection and recruitment of school leaders. Chapters 7 and 8 presented the adaptations already realised at the institutional and at the school leader levels.

When summarising the types of potential usage, we can distinguish two major aspects: planning and assessment and evaluation.

- on an individual level as a self-assessment tool for a school leader or for aspiring school leaders;
- at an institutional level both for improving existing school leadership programmes, developing new courses and for evaluating training;
- at a national level for policy-making and also for the evaluation of training programmes;
- at an international level for policy-making and also for comparative research.

The various domains of applications are reviewed in the table below (*Table 37*).

Levels \ Aspects	Planning aspects	Assessment/Evaluation aspects
International	Policy-making	Comparative research
National	Policy-making	Evaluating training programmes
Institutional	Developing training courses	Evaluating outcomes of training programmes
School leader	Recruitment	Self-evaluation

Table 37: Potential uses of Central5 at different levels – as suggested by the peer-review carried out by Kristina Malmberg and Thomas Söderberg

Taking into account the original intentions of the project partners, the experience gained in the course of the first instances of adaptation (positive feedback and critical comments) and the reflections and dilemmas that have arisen regarding the uses of the Central5, it is crucial to emphasise that this material serves as a reference and as such might be a highly valuable source to generate reflections on the work and importance of school leaders at the various levels to which we have referred.

10.2 Conclusions on the process

Kristina Malmberg, Thomas Söderberg, Nóra Révai

The major informal outcomes of the project are the reflections and the personal learning of all the people who participated in the process (the expert team itself, school leaders and trainers of leaders etc.). At first sight, these personal development pathways might seem to be of lesser importance but, in reality, they constitute the key to change. In fact, it is not a product but people who generate change and bring about improvement. Knowing that most members of those participating have direct and significant influence on educational processes (e.g. leadership training) in their countries, what they learnt in the process not only enriches their own professional practice but can also influence a wider context. When speaking about wider contexts, it is equally important to recognise the network capital that emerged from the project at local, national and international levels.

In the following, we are going to reflect on the main achievements of the development and adaptation process, on what has been the most fruitful for this process in relation to activities and work during the project and on its most significant learning outcomes. The reflections are mostly based on the observations carried out by the Swedish partner.

Concerning the achievements, they could be summarised with the key words: seeing, learning and practice. Both the national workshops and the expert workshops of the project activities have provided the partners with the opportunity to see and compare the views of different stakeholders: practitioners and academics in the different countries' contexts. The various methods of sharing views and experience and having professional discussions (in different forms of pairs and group work) led to much co-operative learning. Learning, as we see it, is an active process in which all the partners contributed actively and with great commitment as learners and collaborators.

The product, which is seen as the main achievement, was developed with a great awareness of the differences in contexts, with difficulties and with eventual agreements. The product in itself and the different activities related to its development generated reflection and communication within the countries involved. To see, to discover and accordingly to compare and to integrate differences between countries and also between academics vis-à-vis practical perspectives has been a significant part of the work within the project. Constructing the Central5 has thus created a lot of learning through realising and understanding the different contexts and making use of them in a fruitful manner.

Regarding the second aspect, the fruitfulness of the project processes and activities corresponds to a great extent with the achievements. What partners have found the most valuable was the co-operative searching and "struggling" together, being involved in discussions through which integration of the differences could take place. The whole process was characterised by dialogue, discussions, co-working (specifically working in pairs) and reflection, which stressed and developed the acceptance of others both individually and country-wise. Therefore, the profitability can be summed up with the key words: seeing, searching, processing and producing.

As far as the learning outcomes of the project are concerned, the peer learning activities – getting to know good practices from meetings in Sweden, in the Czech Republic and in Austria¹², sharing, discussing and reflecting have enriched all partners' professional scope. It is an integral part of a learning process to integrate the dilemmas that have arisen throughout the discussions into the partners' own thinking. Moreover, making new contacts and networks was seen as an important outcome of the common work.

12 It should be noted that at meetings which also took place in Hungary, Slovakia and Slovenia during the course of the project before the involvement of the Swedish partners good practices were also shared.

Another impact of the process lies in the fact that different stakeholders were brought together: practitioners were represented by school leaders, teachers and trainers, researchers by the expert team of partners and although to a lesser extent but policy-makers were also involved e.g. through the Slovakian partner. The encounter of these stakeholders has contributed to strengthening the link between research, policy and practice.

10.3 Final thoughts

Glynn Arthur Kirkham

Implications for policy-makers, stakeholders, professionals and practitioners

Competencies (knowledge, skills and attitudes) are recognised through the action of individuals in particular situations and are, like leadership, context-bound. The Central5 presents those found in the deeds of successful headteachers.

Principles

1. In establishing the five areas of the Central European Competency Framework for School Leaders, it is no coincidence that Leading and Managing Learning and Teaching appears first since, as stated in the framework, “the core purpose of schools is learning”. The focus on that process or multiple processes requires that the learner becomes central to the activity. In the late 1960’s, Plowden (1967:7) wrote: “At the heart of the education process lies the child” (learner). This declarative sentiment holds as true today as then. More recently, in Google’s company 2012 reiteration of the statement of philosophy – ‘Ten things we know to be true’ – can be found the principal belief, “#1: Focus on the user and all else will follow.” Such consonance between the credos is not by chance.

The other four elements of the Central5, Leading and Managing Self, Leading and Managing Others, Leading and Managing Change and Leading and Managing the Institution, are principally to serve the first. When recruiting for and subsequently appointing new school leaders, this principle of primacy should be recognised.

2. All children are global citizens. The place of their birth (or even that of their parents) may confer nationhood/nationality but does not and should not become a restriction on their ability to learn – they should not be subjected to a fixed (and sometimes corrupted) view of the world – nor on their ability to contribute in countries of their

choosing. Nationality is a relatively recent social construct which, in the age of great information and technological advancement, has little or no meaning. School leaders (and those who appoint them and teachers) need to recognise that the students before them are potentially the next Einstein, Mother Theresa, Bill Gates or Marie Curie and that the consequent responsibility is to educate them beyond their village, town or state. That education is for the future is an essential belief for aspiring teachers and school leaders.

Anchoring points

The 2012 OECD Skills Strategy asks the question, “How does a country maximise its (use of) skills?” and provides a useful and potentially-promising anchoring (or reference) point from which to reflect and to summarise the outcomes of this project „International Cooperation for School Leadership” and the Central5 (Central European Competency Framework for School Leaders), which we have derived during the course of the last two years, having built upon two previous projects and publications: “The Role of School Leadership in Creating a Learning Environment that is Conducive to Effective Learning with Special Regard to the Improvement of the Quality of Teacher Activity” (2009) and “School Leadership for Effective Learning”(2010).

In answer to the above question, the OECD (op.cit.) advises countries to adopt a non-parochial outlook “by fostering international mobility of skilled people to fill skill gaps” and countries should “facilitate entry for skilled migrants and support their integration”. In more competitive arenas, for example, the field of sport and, particularly, football (which today is a major international and lucrative business for the most successful clubs), recruitment for the post of manager of the football team is no longer a local matter nor even a national matter but one which searches for the best possible fit from whichever country. Even an inability to be fluent in the language of the players (which today is also varied) is not seen as an insurmountable barrier in order that the best possible candidate be appointed. If a club wishes to be successful, it has not only to recruit the best players but also someone who can guide these players to work together to create an unbeatable team through co-ordinating their skills and talents and, in the spirit of lifelong learning, maintaining their fitness (using the knowledge, skills and attitudes of physiotherapists and coaches) and improving their individual and collective skills.

A second anchoring point is that within European Community, mobility of labour is seen as one of the major policy planks. (For further details about this important and

critical initiative see <http://www.eurofound.europa.eu/areas/populationandsociety/mobility.htm>). The advantages and disadvantages of mobility are clearly outlined at that reference point). International businesses, however, do not regionalise their thoughts (as, for example, thinking only of Europe) when seeking to recruit the best managers; they advertise internationally and recruit from an international set of candidates.

The five countries of Central Europe involved in this project have a long common history and have borders with at least two of the other countries involved in the project. Austria has borders with all four of the other countries whereas the Czech Republic and Slovenia are only contiguous with two. (*Figure 26*)



Figure 26: Map of Central Europe showing border contiguity

A third anchoring point again comes from OECD publications. In examining what we have achieved it may be fruitful to look at Pont et al. (2008: 111), who declare that “leadership can be viewed as a process of influence. School leaders today require greater leadership skills for strategic resource management and for guiding teaching and learning. The skills needed for such a role, which can be distributed, cannot be developed solely in one programme, but rather in a combination of learning, coaching and practising that develops formally and informally. What is required is the knowledge of how best to combine these approaches to provide a holistic learning experience to meet the needs of leaders at different career stages.”

Leadership is more than persuasive influence but is giving direction (not necessarily instructions – although it may necessarily be so in some cases) to those working within a particular context. Following periods of extreme centralisation in four of the five countries, when decentralisation came suddenly few were properly prepared for it and the intervening decades have not yet seen the benefits that are attributed to accrue from local self-management for schools. (Exceptionally, in the Central European five countries, Austria’s Länder maintain strong regional influence and control.)

School leaders within the project were those who held the role of headteacher / principal/director. In all cases, these individuals were not only the school “figurehead” (Mintzberg, 1973) but also the person who held the legal responsibility and accountability for the effective resource management of the school, whether the school has just two teachers or more than fifty. Twenty-first century school leaders do require greater leadership skills to ensure that the focus on learning – in all its forms – (which we would suggest is the core purpose of schools) gains the resources to enable all in the school – students, teachers, all staff and the school leader (her/himself) – to learn and to continue to learn. School leaders, thus, need to be entrepreneurial and/or to encourage entrepreneurship among their school members.

Education and Training when?

Pre-appointment leadership development for aspiring school leaders is not a feature across the five countries and leadership opportunities are few owing to a particular view of the autonomy of the individual teacher and the specific role of the school leader in managing the institution. (It is the case that some of the countries do require the school leader to engage in regular teaching.) Further, not every school in each of the five countries has a deputy; nor is there a requirement for such. How then can leadership be developed over the course of a teachers’ career? This critical question is one which does suggest that post-appointment induction and/or mandatory training leaves appointees only being prepared for failure, the derision of their teachers and being generally less well-equipped for the post they hold. It seems costly both financially and psychologically, inefficient and irrational. If schools are to be well-led they need to have well-educated and well-informed school leaders. It is the case that no preparation programme can equip every appointee with the knowledge or skills to address every issue (especially in a rapidly-changing social, economic and technological world). What an educative preparation programme for school leaders can do is raise the level of critical thinking, practical know-how, creative responses and give them an underpinning, theoretical base for their actions. This aspect of school leader preparation does not guarantee that “graduates” of such a programme will necessarily be good school leaders but it may reduce the initial number of errors made by new school leaders.

Nor should the preparation programme be considered as the only necessary support for school leaders. New school leaders in post continue to need induction to their particular context and shall, through the course of their incumbency, continue to need to maintain a high level of professional development. This is a challenge for

policy-makers, school boards and employers, providers of professional development for school leaders and, indeed, for school leaders themselves; to maintain peak performance needs continual training and continuous, high-level (at least Masters' level), practice-oriented, reflective development programmes. A single source of provision but with the highest quality educators national and international (including successful school leaders) would avoid some of the diversity found in some nations' programmes (for example, Finland – see Pont et al (2008)).

A national centre but with regional delivery points might be one solution. An international centre, however, would provide both school leaders and their employers with the opportunity to examine their own practice in relation to the best evidence-based practice not only across Central Europe but from across the world and how they might consider their role as the leaders of learning in their institutions. The idea would not necessarily be to seek to homogenise practice as those who seek to emulate the success of Finland and Singapore without considering the history and culture of those nations and of their own country – as Schratz postulates, “How do you disentangle deeply-embedded cultural values from social and educational policies?” (in Kielstra & McCauley, 2012: 20) – but to cause headteachers to question the status quo and to be activists for change and development not only in their own school but nationally (and internationally) as protagonists for improvement. The cross-fertilisation of ideas which might emerge from such a venture could only be for the benefit of all. There is, today, every likelihood for such a centre to be possible virtually but there is still benefit in non-virtual, face-to-face exploration of an idea between peers. (see OECD, 2012, “Invest in skills abroad and encourage cross-border higher education”.)

Finally, the status quo is not acceptable. The Central5 does represent a somewhat Platonic ideal (or as one school leader indicated on seeing the statements that only a divine being could apply) but if there is no aspiration to gain the best then mediocrity will prevail and the education of all will be lessened.

Summary points

- Remember the core purpose of schools and the purpose of the role of the school leader in achieving that core purpose.
- Examine the Central5 in the light of current local, regional and national practice.
- Seek to recruit the best candidate regardless of country of birth or current location.
- Match the candidates' competence to the post and to the future demands of the post remembering that nearly 12.5% of the 21st century has already passed.
- Support professional mobility and high-level (OECD, 2012) continuing professional development, including international professional development.

- Reduce the isolationism of the role by examining ways in which school leaders can come together as self-managing support systems.
- Develop a Leadership Continuum (lifelong learning and lifelong leading) with opportunities for aspiring and emerging leaders and pre-appointment education and training.
- Examine the need for one school leader per school; consider alternative systemic approaches to the management of schools, for example the use of business managers, particularly across groups of small schools liberating the school leader to focus on the core purpose.
- Examine the language used in order to accommodate terms which differentiate, for example, responsibility and accountability; efficiency and effectiveness.

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APPENDICES

Appendix 1 – Glossary

Glynn Arthur Kirkham

The sources for the definitions are manifold and include syntheses of multiple definitions and specific quotations which include such as OECD, OED, online dictionaries and other online resources.

accountability

Obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms.

Note: Accountability in development may refer to the obligations of partners to act according to clearly-defined responsibilities, roles and performance expectations, often with respect to the prudent use of resources. For public sector managers and policy-makers, accountability is to taxpayers/citizens. (OECD, 2002)

affective

Relating to moods, feelings, attitudes.

(See also, affective domain: Krathwohl DR, Bloom BS & Masia BB 1964 *Taxonomy of Educational Objectives. The Classification of Educational Goals, Handbook II: Affective Domain*. New York, NY, USA: David McKay Company, Inc.)

andragogy

“The art and science of helping adults learn.” Knowles M Knowles, M. S. (1973; 1990) *The Adult Learner. A neglected species* (4e), Houston: Gulf Publishing. (2e)

Andragogy is based on five assumptions – about how adults learn and their attitude towards and motivation for learning: Adults 1. are independent and self-directing 2. have accumulated a great deal of experience, which is a rich resource for learning 3. value learning that integrates with the demands of their everyday life 4. are more interested in immediate, problem-centred approaches than in subject-centred ones and 5. are more motivated to learn by internal drives than by external ones.

appraisal

An overall assessment of the relevance, feasibility and potential sustainability of a development intervention prior to a decision of funding. (OECD, 2002)

360 degree appraisal.

assessment

Adjudging the achievement of someone against fixed criteria.

authentic

Genuine, reliable; authentic leadership – does not pretend but genuinely believes in what s/he is trying to do and the direction in which and purposes for which s/he is leading.

capability

Having the necessary, knowledge, skills and abilities to complete a task successfully.

cognitive

Referring to such knowledge-related mental activities as: thinking, recalling, understanding, using, analysing, synthesising, evaluating.

(Bloom B, Englehart MD, Furst E.J., Hill W.H., Krathwohl David (1956) *Taxonomy of Educational Objectives Handbook I: The Cognitive Domain*. New York, NY, USA: Longmans)

coherence

Being consistent with.

competence

The ability to do something successfully or efficiently.

The legal authority of a court or other body to deal with a matter.

competent

Having the necessary, knowledge or skill to do something successfully (OED)

competency

Knowledge, skills, abilities and attitudes needed to carry out a task or a role successfully.

conclusions

Conclusions point out the factors of success and failure of the evaluated intervention, with special attention paid to the intended and unintended results and impacts, and more generally to any other strength or weakness. A conclusion draws on data collection and analyses undertaken, through a transparent chain of arguments. (OECD, 2002)

context

The setting and circumstances in which an event occurs.

curriculum

A course of study designed for learners to gain knowledge and skills.

critique

A detailed analysis and assessment delivered either in writing or orally.

Data Collection Tools

Methodologies used to identify information sources and collect information during an evaluation. Note: Examples are informal and formal surveys, direct and participatory observation, community interviews, focus groups, expert opinion, case studies, literature search. (OECD, 2002)

delegate

Entrust a task to another person, normally to one who is in a lower hierarchical position.

“demand-driven”

Taking the views of stakeholders to determine a desired state.

diligence

Consistent application to a task, assiduousness and hard work.

disequilibrium

A lack of mental or emotional stability often induced by (di)stress.

distributed leadership

“Distributed leadership is a communication system and process by which the organisation learns and develops.” http://www.almaharris.co.uk/distributed_leadership.htm

economy

Absence of waste for a given output. Note: An activity is economical when the costs of the scarce resources used approximate the minimum needed to achieve planned objectives. (OECD, 2002)

ECTS

European Credit Transfer and Accumulation System.

effect

Intended or unintended change due directly or indirectly to an intervention. (OECD, 2002)

effectiveness

The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

Note: Also used as an aggregate measure of (or judgment about) the merit or worth of an activity, i.e. the extent to which an intervention has attained, or is expected to attain, its major relevant objectives efficiently in a sustainable fashion and with a positive institutional development impact. Related term: efficacy. (OECD, 2002)

efficiency

A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results. (OECD, 2002). Thus, efficiency may be defined as “maximum output from minimum input”.

empathy

The capacity to recognize emotions that are being experienced by another person.

entrepreneurial

A description of initiative-takers, innovators and risk-takers; gains through change and improvement are always a consideration of such activity.

environmental scanning

Studying and interpreting of the political, economic, social, technological, legal and environmental events and trends which influence the education industry. Basically, being aware of what is happening at the micro- meso- and macro-levels.

equality

Involved in the management of differences with inbuilt concepts of recognition of the individual, fairness of treatment and social justice.

equality of opportunity

Absence of discrimination based on age, colour, disability, ethnic origin, gender, nationality, race, or religion.

ethical

Acting in accordance with accepted principles of right and wrong that govern the conduct of a profession.

evaluation

The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention.

Note: Evaluation in some instances involves the definition of appropriate standards, the examination of performance against those standards, an assessment of actual and expected results and the identification of relevant lessons. (OECD, 2002)

feedback

Advice, criticism or information about how good or useful something or somebody's work is.

“form follows function”

A system should be designed in order to meet the purposes of the system and to enable it to work effectively and efficiently.

ICT – Information and Communication Technologies

Focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

leadership

The action of leading group of people or an organisation, or the ability to do this. (OED)

learning

The acquisition of knowledge or skills through experience, practice, or study, or by being taught.

learning organisation

Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. (Senge P 1990)

management

The process of dealing with or controlling things or people... the responsibility for and control of a company or organisation. (OED)

mission

An organisationally-determined set of objectives to be achieved.

monitoring

A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. (OECD, 2002)

motivation

The process that initiates, guides and maintains goal-oriented behaviours.

<http://psychology.about.com>

In simple terms, it is why people do or do not do something.

normative

Conforming to a prescribed standard of correctness, norms, rules, or recommendations; evaluative, not descriptive.

open organisation

A set of people structured and managed to meet a need or to pursue collective goals. Organisations are open systems, that is, they affect and are affected by their environment.

operational

Related to the implementation of a strategy at the level of delivery to the client. In school terms this means, what teachers and school leaders do every day to ensure that the strategy is being enacted.

outcomes:

Consequences of deliberate action.

Intended outcomes: those consequences which were foreseen and planned for.

Unintended outcomes: those consequences which were not foreseen; these can be both positive and negative.

outcome-oriented curriculum

Student-centred learning methods that focus on measuring student performance (the “outcome”); outcomes-based approaches promote curricula and assessment based on constructivist methods and discourage approaches based on direct instruction of facts and standard methods.

pedagogy

Methods and practices of teaching, particularly in relation to young people. The term is often applied to all teaching whether to children or adults.

performance management

A process through which organisational goals are achieved. It involves the evaluation of employees to gauge individual progress toward pre-determined and agreed, individual goals.

post-holder

Individual holding a particular position with a particular responsibility within an organisation.

principles

A fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.

professional learning community

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve (DuFour, DuFour, Eaker, & Many, 2006)

quality

Fitness for purpose; the standard of something as measured against other things of a similar kind; the degree of excellence of something.

recommendations

Proposals aimed at enhancing the effectiveness, quality, or efficiency of a development intervention; at redesigning the objectives; and/or at the reallocation of resources. Recommendations should be linked to conclusions. (OECD, 2002)

reliability

Consistency or dependability of data and evaluation judgements, with reference to the quality of the instruments, procedures and analyses used to collect and interpret evaluation data. (OECD, 2002)

responsibility

Having a duty to deal with something.

risk management

The identification, analysis, assessment, control, and avoidance, minimisation, or elimination of unacceptable risks.

school leader

For the purposes of this project, the term, “school leader” means the individual who holds the post variously termed, “director”, “headteacher”, “principal”, “chief executive”, who holds the legal competence for the school and its management.

stakeholder

A person, group, organisation or member of a system who has an interest, concern or may be affected by the actions of the organisation.

standards

A required or agreed level of quality or attainment.

strategic

Relating to the carefully-designed, long-term aims and interests of the school and the means of achieving them.

supportive

Providing encouragement and giving constructive advice and guidance to enable colleagues to achieve individual and collective goals.

sustainability

Capability of being continued with minimal long-term effect on individuals and on the environment.

systems theory

An approach to industrial relations which likens the enterprise to an organism with interdependent parts, each with its own specific function and interrelated responsibilities.

tactical

Involving or relating to actions, ends, or means that are immediate or short-term in duration, and/or lesser in importance or magnitude, than those of a strategy or a larger purpose. It is the third stage in planning: normative, strategic, tactical and operational.

transparent/ transparency

The full, accurate, and timely disclosure of information or decision-making processes. "Much is known by many."

thinking:

Convergent, analytical, usually deductive, thinking in which ideas are examined for their logical validity or in which a set of rules is followed, or where there is a single correct answer.

Divergent, thinking that moves away in diverging directions so as to involve a variety of aspects and which sometimes lead to novel ideas and solutions; associated with creativity.

validity

The extent to which the data collection strategies and instruments measure what they purport to measure. (OECD, 2002)

values

Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.

verification

Establishing the truth, accuracy, or validity of something; the establishment by empirical means of the validity of a proposition.

vignette

An illustrative portrayal of “reality” to make a learning point.

vision

A clear aspirational view of what the school would like to *achieve* or *accomplish* in themed- to *long-term*; intended to guide *current* and future action.

“walks the talk”

Being consistent in words and action; behaving authentically; modelling the behaviour s/he expects of all. Does as s/he says he is going to do.

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www.thefreedictionary.com

Appendix 2 – The Role Diagrammatic Approach

Tibor Baráth

A model for describing, measuring and developing competencies

The Role Diagrammatic Approach – competence model to interpret and compare requirements

Our aim was to create a demand-driven competency profile for school leaders. As we formulated in point 3.2 c), we consider behaviour as the manifestation of competencies. Thus, if we want to measure them, we need an established tool for identifying and characterising human behaviour. There are several applicable models in the field of human resource management. We chose one that is suited to measure the behaviour at different levels and that gives information about where possible development is needed. In this way it is also possible to demonstrate the complete process from forming the competency profile to its application. The selected model was the Role Diagrammatic Approach (RDA), which is also suitable to describe job profiles or training profiles (expected competencies one should reach by the end of a training course). This feature of the RDA makes it possible to compare jobs and training and/or jobs and people, and draw conclusions regarding their match. These conclusions can serve as pointers for development, which can mean personal development as well as modification of the job requirements or elaboration/correction of a training programme. (You will find an example for this kind of application in Chapter 7 and 8.)

The RDA model

According to the developers (van Harten & Wolbers, 2005), the RDA is “an integral model” (based on a holistic view of humanity) for describing the behaviour of a human being. It not only pays attention to effective behaviour but also to ineffective behaviour. The RDA includes more than 30.000 words and expressions to characterise different kinds of behaviours. It results in a very fine-tuned description of people, jobs, training and development.

» *Behaviour and values in the RDA*

Behaviour

Behaviour is the most crucial factor when we want to match employees and jobs.

Behaviour is very person-dependent and it mirrors the style of how individuals cope with work (van Harten & Wolbers, 2005: 6). Analysis of behaviour is of vital importance since the skills and abilities of a person are apparent and visible from her/his actions. It can be seen whether s/he possesses the ability to co-operate with others. This will be apparent only if s/he is actually able to work together with other people, to listen to their views, to be relied on and to be willing to accept help from others, to enjoy teamwork, and so on.

Values

Values serve as the driving force for the behaviour of individuals. They function whether you are consciously aware of them or not. Providing a deeper insight for somebody regarding her/his values helps her/him to become more focussed in their work, building up her/his career, and so on. An analysis of values – by comparison with the individual's behaviour – shows how value-driven a person's behaviour is. It also helps to define recommendations, since a person is only willing to make efforts to change his/her behaviour if s/he feels it important, in whatever s/he deems valuable.

» Axes and dimensions of the RDA

Semi-axes of the RDA diagrams – on the more detailed figures – have two titles, referring to the two “sides” of the semi-axis. These represent two aspects: the natural and the demonstrated facets of human behaviour. This corresponds to the interpretation of leadership style as defined by Everard and Morris, who stated that leadership models always operate at two levels (Everard & Morris, 1990: 18). They distinguish between the basic attitudes (dominant style), that is the way a person naturally behaves, and the behavior s/he takes up in a particular situation, depending on the given circumstances (Everard & Morris, 1990: 18-23). Through the test, the RDA helps identify these differences. In particular, all the eight clusters can be further divided into two groups each and this way altogether 16 behaviour groups can be identified. In the present study, however, we do not go into such detailed analysis of the principals' behaviour, but merely focus on the main characteristics only.

The eight semi-axes of the model are as follows (leader axes are highlighted in bold):

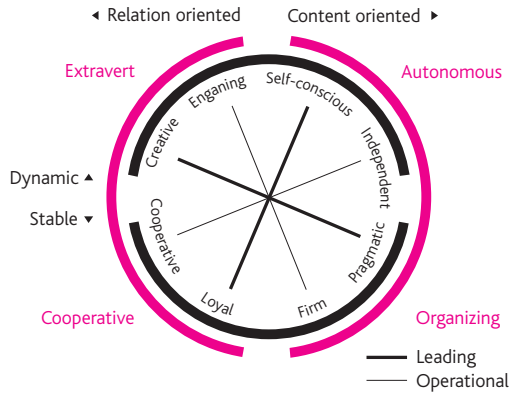


Figure 1: RDA dimensions and axes

Behind a certain semi-axis we can find the words and expressions which refer to someone's behaviour that is often related to a certain kind of performance. Following this, we will briefly describe each semi-axis of the RDA in the study from Harten and Wolbers.

Axis 1 Engaging: having the ability to build and maintain relationships, good presentation, attentive

Interested: having interest in others, sensitiveness, openness and listening well

Axis 2 Creative: humour, positive attitude, enthusiasm, fond of others, enjoying life

Stimulating: capable of motivating and inspiring others, involvement, to get the best out of someone

Axis 3 Co-operative: team player, the focus is on being together and a good common understanding

United: aimed at experiencing closeness, tight relationships, sympathetic

Axis 4 Loyal: compassionate, showing appreciation, sincerity in relationships

Committed: taking care of the well-being of others, patient, reliable, solid

Axis 5 Self-conscious: aware of own and others' qualities, ready for action, showing initiative

Diplomatic: representative, attentive and obliging, able to improvise, flexible

Axis 6 Independent: aimed at freedom, avoids being tied down, wants 'carte blanche' to make own decisions" (Harten-Wolbers, 2005: 9-10)

Self-reliant: clear relation to oneself and others, self-determination, dare (based on Harten-Wolbers, 2005: 9-10)

Axis 7 Pragmatic: matter-of-fact and practical attitude, sharp judgement, functional and result-oriented.

Realistic: objective, face value, good at observing, critical, seeing possibilities and limitations

Axis & Firm: steadfast, careful and diligent, strong perseverance (and determination)

Organizing: goal and planning oriented, strives for well-considered choices and clear targets” (ibid.)

We shortly describe three dimensions of the RDA that are most important and used for our purposes.

Dimension 1: Dynamic – Stable

A dynamic personality is typically extroverted, can handle and manage constant changes and variations well, and focuses mainly on external matters and in relation to the outside world. When using the RDA a ‘stable’ personality on the other hand is interpreted as more introverted, finds repetition and consistency important as these ensure safety and security, and prefers focusing on inner matters. The horizontal coordinate axis denotes this dimension.

Dynamic: semi-axes 1, 2, 5, 6

Stable: semi-axes 3, 4, 7, 8

Dimension 2: Relation-oriented – Content-oriented

A relation-oriented person prefers to work with other people, her/his relationship with other people is of utmost important for her/him. S/he is willing to co-operate, nurtures a good atmosphere for the group. On the other hand, a content-oriented person finds work in itself important, and prefers to focus on the task rather than the person performing it. S/he considers very important the result of the work. This dimension is denoted by the vertical coordinate axis.

Relation-oriented: semi-axes 1,2,3,4

Content-oriented: semi-axes 5,6,7,8

These two dimensions draw up four quadrants, which denote the main orientation of one’s personality.

Dimension 3: Leader – Operational

In the RDA model, all four quadrants comprise two semi-axis which are related to the roles others can fulfil in an organisation. The leader and the operational roles can be differentiated from the axes. “Leader” style doesn’t reflect on the formal role position, much on such behaviour as when you can inspire and admire others, provide goals

for your group, you are loyal (to the organisation). A leader is characterised by self-awareness, easy decision-making and pragmatism (e.g. the ability to judge whether or not certain tasks can be realised under certain circumstances). “Operational” behaviour means – among others – good presentation and communication, readiness for co-operation, carrying work independently or working diligently, pursuing the final result, and never stopping before ending the tasks.

Leader: semi-axes 2,4,5,7

Operational: semi-axes 1,3,6,8

Application of the RDA model

When we used the RDA to help defining the competencies required for a given job or to be acquired by finishing training, we placed the expectations (defining forms of behaviour, activities, mind-sets; see the definition of the expectations in Chapter 3, especially 3.3.1) in the model by looking at the frequency of occurrence in the clusters of each expectation and display of these on the axes of the chart; these can be regarded as a map of human behaviour. If we want to examine how a person suits a certain job profile, it is necessary to define the person’s profile first and then compare this to the profile of the job. The definition of the personal profile is done by two online questionnaires; one covers behaviour while the other gives an idea about the individual’s value perception.

» Interpreting the RDA diagram

We would like to enable the reader to interpret the different RDA figures. Therefore we have selected one of them to describe and provide examples how the figures and numbers give insight into the phenomenon under scrutiny.

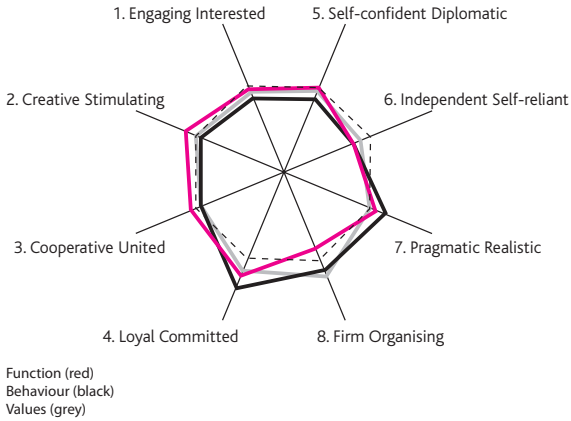


Figure 2: Behaviour, values and job profile in the RDA

The black octagon on the diagram shows the person's behaviour; the grey one shows the person's values; the red represents the Central European profile. The format of the black and grey octagon is determined by the results of the two online questionnaires which were filled in by the person. The scores s/he reached on the different semi-axes define the percentages and so the shape of the figure. The octagon drawn with dashed line is the arithmetic mean (average) which is 12.5% on all the semi-axes. The dashed octagon does not represent an optimum but a form of behaviour when the person's competence along the semi-axes (behavioural clusters) is at the same level. This is not an optimum because that is determined by job expectations and may show deviations from an even distribution (e.g. firmness, reliability, stability and pragmatic thinking are highly valued for an accountant, while creativity, optimism and the ability to convince others are important for a designer).

The red octagon is the Central European profile which was created in the project and inserted into the RDA model, to make it measurable and expressive. The sentences in the Central5 descriptions – which define a particular behaviour (attitude, action or mind-set) – can be lined up along the semi-axes and in this way the percentage distribution can be displayed to enable the diagram to be drawn.

» “Reading” the diagram

We can make different kinds of comparison based on the RDA data and figure. Firstly, we can compare the behaviour and value profile of a person. The semi-axis/axes, where behaviour reaches the highest value (the black octagon), is/are the person’s most efficient fields of operation lie. Where the behavioural score is low there is room for improvement. It is apparent that behaviour is value-driven where the behavioural and value scores on a particular semi-axis are more or less equal (the black and the grey lines cross the particular semi-axis at nearly the same point). The person may have so-called “traps” (these cannot be read from the diagram directly) which, through a stress on positive behaviour, may have negative effects on the environment as well as on the individual (e.g. optimism may be stimulating but, if extreme, the person may be dreaming; or humour helps a lot in solving conflicts but not when overdone – the person may become the clown of the team). It is to be noted that not everybody has these kind of traps. The individual can improve where the value-rating scores higher (in percentage terms) than behaviour. This is because it reflects that the form of behaviour in question is more important for the individual than actually reflected in his/her behaviour.

Secondly, we can compare a job profile (red) with a personal behaviour profile (black). Where the behavioural score is lower than the job profile score it means that the person underperforms in relation to the job requirement. If the behaviour is higher than s/he is able to provide the greater performance, as is required. Using all three profiles helps to identify those points where the employee or candidate has lower performance than the job needs, and look for those development possibilities which bring her/him closer to fulfil the requirements.

Naturally, what differences prove to be significant is the important issue. Based on the available, detailed statistics it is possible to decide whether or not a particular difference would be considered significant. This kind of analysis, however, belongs outside the brief of this short introduction to the RDA model.

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Appendix 3 – Three international examples of domains and competencies

European Leadership in Education 2011 project elements

<http://www.leadership-in-education.eu/index.php?id=275>

Domain 1. Political and cultural expectations and their translation into internal meaning and direction

Components

- 1a. developing leading and managing change
- 1b. developing strategic planning for the school
- 1c. translating external requirements into internal meaning
- 1d. negotiating and communicating meaning, visions and mission statements
- 1e. fostering ethical standards

Domain 2. Understanding and empowering teachers and other staff

Components

- 2a. improving teaching and student learning
- 2b. fostering teachers' competencies in subject matters, didactics, methodologies, classroom management and ICT
- 2c. building team work and distributed leadership
- 2d. ensuring performance management, assessment and evaluation
- 2e. developing efficient Human Resources Management
- 2f. creating a culture of professional learning

Domain 3. Structuring and culturing schools

Components

- 3a. developing school leadership and management
- 3b. creating organizational and communication culture
- 3c. building appropriate organizational structures
- 3d. planning and managing human and material / financial resources
- 3e. ensuring transparent decision-making

Domain 4. Working with partners and the external environment

Components

- 4a. building and maintaining relationships with parents, the wider school community and national/local/school authorities
- 4b. cooperating with agencies and organizations/institutions outside school at

local, national or international level

- 4c. networking with other schools

Domain 5. Personal development and growth

Components

- 5a. developing and maintaining leadership competencies through continuous personal development (CPD)
- 5b. building peer networks at local, national or international level

School Leadership Competencies

Core Competency	Elements of Competency
<p>Personal Leadership Fosters a culture of excellence through personal leadership</p>	<ul style="list-style-type: none"> • Believes all students can achieve at high levels. Articulates a clear vision and goals for high student achievement. • Holds self and others accountable for student learning. • Strategically aligns leadership behaviors with stated values and goals to drive required change. Develops strategic plans with effective solutions. Adapts appropriately to situation, audience, and needs. • Influences others to achieve results. Builds strong relationships based on mutual respect, trust, and empathy. • Communicates clearly and appropriately for the audience and message. • Demonstrates self-awareness and a commitment to ongoing learning. Welcomes and acts on performance feedback. • Demonstrates emotional fortitude and perseveres in the face of obstacles
<p>Data Uses data to set high learning goals and increase student achievement</p>	<ul style="list-style-type: none"> • Demonstrates ability to understand and analyze data from multiple sources. • Uses data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement. • Develops school culture and practices that rely on data to inform adult learning, professional development, and decision making.
<p>Curriculum and Instruction Leverages deep knowledge of curriculum, instruction and assessment to improve student learning</p>	<ul style="list-style-type: none"> • Develops, implements, and evaluates rigorous curricula to accelerate learning for all students. • Supports teachers in using effective instructional strategies to meet students' diverse learning needs. • Regularly assesses student learning and ensures the provision of specific, timely feedback to teachers and students. • Aligns standards, curricula, instructional strategies, and assessment tools.
<p>Staff and Community Develops staff, appropriately shares leadership, and builds strong school communities</p>	<ul style="list-style-type: none"> • Recruits and selects effective teachers. • Improves classroom teaching by setting clear expectations and observing, coaching, and evaluating teachers and staff. • Supports the development of all teachers. Stimulates and retains high performers, mentors early career teachers, challenges low performers to improve, and dismisses poor performers who do not improve. • Builds strong teams, develops leadership capacity among staff, and shares responsibilities appropriately. • Establishes systems that promote learning, collaboration, and communication throughout the school. • Listens effectively to families, students, and the school community. Proactively engages the school community around the school's learning goals.
<p>Resources and Operations Manages resources and operations to improve student learning</p>	<ul style="list-style-type: none"> • Develops and implements systems and processes to ensure effective operations that support student learning. • Manages time in relation to student learning priorities. Brings projects to completion. • Allocates and manages budgets and resources effectively in support of learning goals. • Aligns youth development and support services around academic goals.

New Zealand Secondary Principals	Professional Standards
<p>Areas of practice Culture Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	<ul style="list-style-type: none"> • With the Board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students. • Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students • Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture. • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity, multicultural nature and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions. • Demonstrate leadership in professional practice, through applying critical inquiry and problem solving.
<p>Pedagogy Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	<ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students. • Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students. • Ensure that the review and design of school programmes is informed by school-based and external evidence. • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice. • Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students. • Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school.
<p>Systems Develop and use management systems to support and enhance student learning.</p>	<ul style="list-style-type: none"> • Exhibit leadership that results in the effective day-to-day operation of the school. • Operate effective systems within board policy and in accordance with legislative requirements. • Provide the Board with timely and accurate information and advice on student learning and school operation. • Effectively manage finance, property, health and safety systems. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Use school / external evidence to inform planning for future action, monitor progress and manage change. • Align resource allocation with the school's annual and strategic objectives.
<p>Partnerships and Networks Strengthen communication and relationships to enhance student learning.</p>	<ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision making. • Actively foster positive relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Ensure regular interaction with parents and the school community on student progress and other school-related matters. • Actively foster positive relationships with other schools and participate in appropriate school networks.

Appendix 4 – Attributes Of Responsible Leadership From Wilson Et Al. (2006)

Integrity

- A high level of ethical awareness/moral reasoning
- Won't let unethical behaviour go unchallenged
- Honest and trustworthy
- Willing to explore ethical dilemmas
- A willingness to take ethical action without a clear picture of the final outcome

Open-minded

- Willing to act on criticism from inside or outside the organisation
- Will not be complacent and assume things can't be improved
- Questioning business as usual by being open to new ideas, challenging others to adopt new ways of
- Thinking

Taking a long-term perspective

- A belief that bottom line success can be achieved in an ethical way
- Does not focus exclusively on cost and budgets
- Recognising that business does have responsibilities to the broader society
- Understanding the role of each player in society - government, business, trade unions, NGOs and civil society
- Taking a strategic view of the business environment

Demonstrating ethical behaviour

- Ethical behaviour embedded in personal actions and day to day behaviour
- Willing to take the organisation beyond minimum legal standards
- Willing to be a public role model for ethical behaviour
- Able to change beliefs of followers consistent with own high values

Care for people

- Commitment to the growth and development of employees
- Respect for employees at all levels
- Respect for diversity and equal opportunities for all
- Won't make unrealistic demands on self and others, e.g. not working all hours
- A management style of empowerment rather than control

Communications

- Listen to others with respect for diverse views
- A broad model of communications – a two-way dialogue with staff
- Being honest and open with staff in the organisation
- A belief in the principles of accountability, e.g. measuring and publicly reporting on company progress with regard to social and environmental issues

Managing responsibly outside the organisation

- Treating suppliers fairly
- An interest in the impact of the business on surrounding local communities
- Building relations with external stakeholders, engaging in consultation and balancing demands
- Building capacity and external partnerships and creating strategic networks and alliances

Appendix 5 – Questionnaire for (self-)evaluation of school leader competencies based on the Central5

Herewith you can find information about the structure of the questionnaire applied in Hungary for the self-evaluation and evaluation of the school leaders' competencies on the basis of the Central5. Respondents were asked to fill in the questionnaire via internet.

1. Please rate on a 4-grade scale how important you consider the efficiency of a school leader in a knowledge based society in each area listed below (knowledge, ability for actions and attitudes). (1 – not important at all, 2 – not very important, 3 – mostly important, 4 – very important)

A Leading and Managing Learning and Teaching

The core purpose of schooling is learning... [description of area from Central5]

1 – not important at all, 2 – not very important, 3 – mostly important, 4 – very important

B Leading and Managing Change

The school leader needs to ensure the establishment of agreed values... [description of area from Central5]

1 – not important at all, 2 – not very important, 3 – mostly important, 4 – very important

C Leading and Managing Self

The school leader needs to be able to maintain her/his motivation for professional action... [description of area from Central5]

1 – not important at all, 2 – not very important, 3 – mostly important, 4 – very important

D Leading and Managing Others

The school leader needs to know how to inspire others to high achievement... (description of area from Central5)

1 – not important at all, 2 – not very important, 3 – mostly important, 4 – very important

E Leading and Managing the Institution

In order to further the goals of the school, key functions and responsibilities of the role of school leader... [description of area from Central5]

1 – not important at all, 2 – not very important, 3 – mostly important, 4 – very important

2. Please grade the following competency requirements (knowledge and understanding, skills and abilities, attitudes) regarding the area “Leading and Managing Learning and Teaching” according to two aspects: 1. How important are they in a knowledge based society for an effective school leader (for this aspect please rate the column: Importance), 2. According to your experience, how true are these statements for your school leader in practice (for this aspect please rate the column: Characteristic). (1 – not important at all/characteristic at all, 2 – not very important/ characteristic, 3 – mostly important/characteristic, 4 – very important/characteristic)

No.	Leading and managing learning and teaching	Importance				Characteristic			
		1	2	3	4	1	2	3	4
	Knowledge and understanding – Statements S/he knows (and understands)								
1	securely the concepts of both pedagogy and andragogy								
2	the concepts of school development and the learning organisation and relationship between them.								
3	what a supportive learning environment is.								
...									

Ssz.	Leading and managing learning and teaching	Importance				Characteristic			
		1	2	3	4	1	2	3	4
	Skills and abilities – Statements S/he is able to								
1	create a supportive learning environment								
2	communicate effectively her/his educational values regarding the importance of learning								
3	contribute to (and participate in) pedagogical training regularly.								
...									

Ssz.	Leading and managing learning and teaching	Importance				Characteristic			
		1	2	3	4	1	2	3	4
	Attitudes – Statements S/he								
1	believes in a supportive learning environment.								
2	views the school as a learning organisation.								
3	considers important to be updated on the latest developments through reading, visiting conferences etc.								
...									

B Leading and Managing Change

3 Tables containing the K, S, A statements of Area B

C Leading and Managing Self

3 Tables containing the K, S, A statements of Area C

D Leading and Managing Others

3 Tables containing the K, S, A statements of Area D

E Leading and Managing the Institution

3 Tables containing the K, S, A statements of Area E

Data of respondent:

1. Age (years):

- 5 – above 60
- 4 – between 51-60
- 3 – between 41-50
- 2 – between 31-40
- 1 – under 30

2. Gender:

- 1 – male
- 2 – female

3. Highest level of qualification:

- 5 – Master degree + PhD
- 4 – Master degree (license for teaching students at age 14 to 18)
- 3 – Faculty of teacher training (license for teaching students at age 10 to 14)

- 2 – Teacher’s training college (license for teaching students at age 6 to 10)
- 1 – other degree or diploma (Bachelor level)

4. *How many degrees do you have?*

- 1 – one degree
- 2 – more than one degree

5. *Institution:*

- 8 – ministry
- 7 – background institute of the ministry
- 6 – local government
- 5 – secondary grammar school
- 4 – higher vocational school
- 3 – lower vocational school
- 2 – primary school
- 1 – school with blended profiles, namely:

6. *Settlement where your school operates:*

- 4 – Budapest
- 3 – town of county rank
- 2 – own
- 1 – village

7. *Position, sphere of activity*

.....

.....

8. *Leadership/Management experience*

- 3 – more than 15 years of experience as a manager/leader
- 2 – between 5-14 years of experience as a manager/leader
- 1 – 0-4 years of experience as a manager/leader

