EFEE *The* **European Federation** *of* **Education Employers**

School Leadership and Governance

Lifelong Learning

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Content

Background and context

During several General Assembly meetings of the European Federation of Education Employers (EFEE), member organisations have expressed their wish for a comparative study on Leadership and Governance in Schools. Such a study would provide EFEE members with the possibility to discuss with their colleagues and ETUCE counterparts in EU Member States the different approaches to the concept and the concrete functioning of Leadership and Governance in schools.

The reason for EFEE members focussing on School Leadership is of course closely linked to national priorities in the education sector. In most of the EU Member States School Leadership and the professionalisation of schools and teachers are high on the political agenda. National education policies take into account international reports such as the McKinsey Report 'Capturing the leadership premium-how the world's top school systems are building leadership capacity for the future' (2007), or the 2008 OECD report 'Improving School Leadership.' EFEE considers the matter of School Leadership to be of high importance in the context of the continuously changing and always challenging education sector of the 21st century. Today's School leaders are facing many challenges – rising expectations from parents and pupils, innovative school programmes characterised by technological innovation, a highly diverse school population etc. As a consequence, the roles of and expectations for school leaders are changing continuously.

EFEE feels it necessary to contribute to the current discussions on School Leadership in order to contribute, as European employers, towards improving the education system in member countries, while respecting each national system and each governance structure. In doing this, EFEE sought common ground among European Member States for discussion and cooperation.

In this context, EFEE prepared an EC funded project to provide a platform for the exchange of views on leadership and governance in schools and their impact on student outcomes.

School Principals and educational leaders generally are recognised as being critical to the outcomes of schools and educational institutions. Indeed, it is widely acknowledged in the research literature that good schools are invariably led by competent leaders with clear and realistic visions for their institutions and the capacity to develop those visions, in consultation with all stakeholders, and to communicate them to all the school's/institution's publics.

The European Commission's agenda for European co-operation on schools (COM (2008) 425) states that:

'Schools are increasingly complex and autonomous organisations.

Their effective leadership requires diverse skills. The trend is for more collaborative management styles and distributed leadership, linked more strongly with school governance. This requires more teachers and trainers who have been able to develop their leadership qualities. Leadership posts are increasingly onerous; many Member States experience difficulties recruiting school leaders.'

'Recent experience suggests that school leadership should re-focus on tasks that are most effective in improving student learning, that distributing school leadership tasks can improve school effectiveness, that those involved in leadership require adequate training and preparation throughout their careers, and that school leader recruitment and retention should be professionalised.'

The Commission proposes to focus on: improving the recruitment of school leaders and equipping them to focus on improving student learning and developing school staff. [1]

The OECD has highlighted the degree to which the role of school leaders has changed dramatically in relation to the following.

School autonomy
    Running a small business
    Managing human and financial resources
    Adapting the teaching programme

Accountability for outcomes
    New culture of evaluation
    Strategic planning, assessment, monitoring
    Use of data for improvement

Learning-centred leadership
    New approaches to teaching and learning
    Supporting collaborative teaching practice
    Raising achievement and dealing with diversity [2]

The OECD has explored the following questions on the new role of school leaders.

    What are the roles and responsibilities of school leaders under different governance structures? What seem to be promising policies and conditions for making school leaders more effective in improving school outcomes?

    How can effective school leadership be best developed and supported? What policies and practices would be most conducive to these ends?[3]

While Europe's national education systems differ in many respects, they share a common need to attract and retain teaching staff and school leaders of the highest calibre in order to ensure high quality educational outcomes.[4]

1   Improving competences for the 21st Century: An Agenda for European Cooperation on Schools (2008). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels.

2   Improving School Leadership: Policy & Practice in OECD Countries, powerpoint presentation http://www.oecd.org/dataoecd/19/39/44612785.pdf

3   http://www.oecd.org/document/62/0,3746 en_2649_39263231_37125310_1_1_1_1,00.html

4   Call for Proposals EAC / 42 / 2010 European Policy Network on School Leadership http://ec.europa.eu/education/calls/4210/terms_en.pdf

Despite the widespread international recognition of the important role of the school leader, the extent to which countries actually develop school leaders is very different. There is a clear need to select those with the necessary attributes to take on the challenging role of school leadership and to provide them with the full range of knowledge, skills and competences essentially to leading schools effectively.

Project specific objectives

As a starting point for the EFEE project on Leadership and Governance in schools, we have taken into account the results and research of the LISA project (Leadership Improvement for Student Achievement), funded by DG Education, Culture, Multilingualism and Youth (DG EAC) of the European Commission. This project was led by the Dutch Secondary Education Council, one of the members of the Steering Committee for this project. The LISA project prepared an evaluation on the impact of leadership styles, teacher commitment, parental involvement, student-teacher interactions, and student expectations of student results.

The specific objectives of this project are as follows

To provide a platform for the exchange of views, knowledge and good practice on school leadership and governance.

To conduct a comparative survey and study and to disseminate the outcomes.

To prepare for future possible co-operation on the topic of School Leadership with EFEE members, linked to the work of the European Policy Network on School Leadership (of which EFEE is a member) and with ETUCE.

To contribute to the modernisation of the labour market in the field of education. In this regard, we refer to the EU2020 Strategy which is designed to guide the EU out of the economic crisis and to spur reforms to improve competitiveness; in particular we refer to the flagship initiative 'An agenda for new skills and jobs'. This initiative aims to empower people in the acquisition of new skills, to enable the current and future workforce to adapt to new work conditions and potential career shifts and to raise labour productivity. A major goal of our project is to contribute to the empowerment of school teachers and governance bodies by providing insights into and a stimulus for discussion about the skills and competences that European school leaders will require for success in the 21st century.

To contribute to the Life Long Learning priorities set out in the 'Agenda for new skills and jobs' and the reference to the EC support in this respect for the strategic framework for cooperation in education and training involving all stakeholders. As an important European stakeholder in the education sector, EFEE would wish to actively contribute towards the achievement of this priority by facilitating and stimulating discussion on the impact of leadership skills on student results and their Life Long Learning skills (or the key competence 'learning to learn').

To contribute to the European social dialogue in education by supporting the working programme of EFEE and its working group on Leadership and Governance and by supporting the involvement of ETUCE as observers in this project

To strengthen the capacity of the European social partners in education on the employer side. To this end, potential future EFEE members from the new Member States and Candidate Countries were invited to take part in the project.

Methodology and Approach

This EU funded project enabled the EFEE working group on Leadership and Governance to organise working groups meetings, to do research and analysis and to exchange best practices and points of view.

Our project **Steering Committee** is composed of the following members:
Ireland Michael Moriarty, IVEA (Irish Vocational Education Association)
Finland Riikka-Maria Yli-Suomu, Commission of Local Authority Employers (KT)
Malta Joseph Micallef, Ministry of Education, Employment and the Family (Chair of the Steering Committee and chair of the working group)
Netherlands Sjoerd Slagter, Secondary Education Council (VO-Raad)

And the following representatives from the EFEE secretariat:
Bianka Stege, General Secretary (Netherlands) (Project Director)
Charles Nolda, EFEE special advisor
Stephen Cooper, assistant General Secretary (United Kingdom)
Ingrid Haasová, assistant General Secretary (Slovakia)

Partners

Besides these EFEE members taking part in the Project Steering Committee, the project has two main partners.

The **Centre for Labour Relations in the public sector (CAOP)**, the Netherlands which provided a senior researcher in education (Jo Scheeren), who prepared the survey and drew evidence-based conclusions from our working group's findings. Furthermore, Isabel Gaisbauer, advisor European Affairs, assisted in the project management tasks.

The **European Trade Union Committee Education (ETUCE)**. Agnes Roman, policy advisor, assisted at the final conference and linked her presentation and the work done by ETUCE in the field of School Leadership to the EFEE project.

Activities & Planning

The EFEE project was structured as follows.

Phase I
Preparatory Phase: Planning and preparing
(work plan, material, working group)

During the kick-off meeting hosted by the Directorate for Educational Services on 18 February 2011 in Malta, the Steering Committee finalised the project plan and started its first reflection on the survey taking into account the following questions.
– What is the relationship between the school leader and governing body?
– How do schools select and hold their leaders to account? What are the hiring/ firing and paying conditions?
– What are the core responsibilities of a school leader?
– What types of qualifications are essential to carry out the role of leader? Soft skills?
– How can school leaders improve their leadership and management skills?
– How is continuous professional development (LLL) for school leaders delivered?
– What is the impact of school leaders on the results of students?

What type of leader can improve the school results of students?
- What is the influence of (good) leadership on the Life Long Learning capacities of students?
- Is there interest among EFEE members and ETUCE members to develop a school leadership assessment framework?

Phase II
Main event: Working group, exchange of best practices and preparation of survey

During the second phase, members of the Steering Committee provided national input and best practices on Leadership and Governance issues during a one and a half day working group meeting hosted by the Dutch Secondary Education Council on the 10th March in Amsterdam, the Netherlands (for agenda see Annexe 1). Dutch, Finnish, Irish and Maltese school systems and approaches towards school leadership and governance were compared and discussed at this meeting, with the aid of the leading questions set out immediately below.
- Describe the arrangements for the selection and training (initial and continuing) of school leaders in your country.
- Describe the core responsibilities of school leaders in your country, covering professional leadership, school management and administration.
- Describe the arrangements for the governance of schools and how school leaders are held to account in your country.
- What are the main problems in your country connected with the selection, training, performance and motivation of school leaders?
- How are these problems being addressed?
- What are the main problems in your country connected with the governance of schools?
- How are these problems being addressed?
- How do you assess the success of schools in teaching students and preparing them for life after school in a globalised world?
- What are your views on the connection between the success of schools and the quality and style of school leadership and the effectiveness of school governance?

Moreover, the following external experts were invited to bring an academic, European and international dimension to the discussion.
Paul Holdsworth, DG EAC, European Commission
Meta Krüger, Professor Leadership in education, Penta Nova Academy for school leaders and University of Amsterdam
Mo Cheng, President of the Academy of Principals, Singapore

Other EFEE members interested in the topic were also invited to provide additional national information and expertise.

During this working group, we discussed general school leader competences, school leaders' attributes, school leaders' education and the importance of continuous professional development for school leaders.

At this point it is appropriate to provide a brief resume of Paul Holdsworth's presentation, on the outcomes of recent peer learning activities in the EU on the topic of School Leadership, as his presentation succinctly captures the most important conclusions of the working group's discussions on 10 March.

'School leadership is a challenging profession that demands highly developed **competences**, underpinned by **values**. There is a need for a **shared understanding** about roles, professional values and competences (knowledge, skills and attitudes) that school leaders require. Some competences are relevant in all contexts; others are context and culture specific.

General school leader competences
– Vision – the ability to inspire staff and pupils
– Strategic thinking – ability to take a holistic view
– Capacity to improve the quality of students' learning and their learning outcomes
– Ability to enhance learning environments/cultures
– Capacity to manage resources effectively
– Knowledge of the education system
– Strong communication skills, openness
– Problem solving skills.

School leaders' attributes
– Courage
– Optimism and resilience
– Tolerance
– Emotional Intelligence, self-awareness
– Energy
– Ambition and commitment
– An appetite for learning.

School leaders' education
Applicants for a School Leadership post need to show evidence of:
– Pedagogical understanding and experience
– Knowledge of school education, school administration, pedagogy and leadership, all with a focus on student learning
– Therefore, both pre-appointment and post-appointment development programmes are encouraged.

Continuous professional education
Teachers have a right to be professionally led, so:
– for school leaders, career-long Continuous Professional Development is both a professional responsibility and a right; and
– education systems should prioritise School Leaders' Continuous Professional Development, as part of a systematic and system-wide process that aligns the development of School Leaders with the development of the system as a whole.

Other issues discussed which are relevant for future debates
– Effective School Leadership requires a team approach, different levels of expertise, competence in the team.
– School Leader Competences need to be assessed.

- Authorities need effective ways to attract and select those who possess these competences.
- There is a need to stimulate Leaders to further develop their competences.
- Importance of strengthening professional bonds between School Leaders.
- Improve image and status of School Leadership.

During the afternoon session of the working group, the content of the future survey was discussed that takes into account the above-mentioned questions and discussion points.

The senior researcher on educational matters Jo Scheeren from CAOP prepared a draft survey that was validated by the Steering Committee members.

In order to work on the comparative study of the different approaches to leadership and governance in schools in the different countries of the EU and in candidate countries the EFEE members filled out a questionnaire with three distinct sections:
A   The selection of school leaders
B   The training of school leaders
C   The performance of the management of schools (including governance)

The questionnaire (see Annexe 2) was completed by EFEE members with responsibility for primary and/or secondary education from: Belgium (Francophone community, 2 members), Bulgaria, Croatia[5], Cyprus, Denmark, England & Wales, Finland, Ireland, Italy, Latvia, Malta, the Netherlands, Slovakia, and Spain. For full details all survey responses see Annexe 3.

To ensure enhance reliability, others verified the input given. In most cases, the questionnaire was answered by a small group of respondents (minimum of two) from different perspectives. For example, representatives of the employer organisation worked closely with the national ministry of education in completing the questionnaire.

Conclusions from the Questionnaire

Overall, there is wide variation between countries in their approach to the selection, training and holding to account of school leaders. This is hardly surprising, when one considers the significant differences in the way countries manage their schools. For example, some countries have a very centralised approach to school management, while schools in other countries operate pretty much as autonomous entities.

Notwithstanding the wide variation in the practices reported in the questionnaire responses, the survey produced interesting and valuable perspectives on matters of considerable importance to school leadership and school outcomes.

1   The strong connection between the relative managerial autonomy of a school and the responsiveness of that school to local needs both in the school itself and in the local community.

2   How best to balance local managerial autonomy for schools with guidance and support from the centre (for instance in relation to the training and continuous professional development of school leaders) and a wider accountability of schools to the general public interest. The OECD also addresses the relationship between autonomy and accountability. Many countries have given schools significant autonomy while holding them more accountable for results. Schools are under pressure to improve overall student performance while serving more diverse student populations and to use more evidence-based teaching practices.[6]

3   It is of note that survey respondents from countries where schools have considerable autonomy demand policies based on more centralised regulation (for instance in relation to criteria in the selection process of school leaders and the professionalisation of training and the continuous professional development of school leaders) while respondents from countries with more centralised structures seek more autonomy in relation to these issues (for instance in relation to the influence of teachers and parents in the selection procedures for head teachers). Lessons learned from other countries can inform the debate about autonomy versus centralised regulation.

4   As a consequence of the professionalisation of selection procedures, training and continuous professional development of school leaders, EFEE members express a need for greater uniformity in the formulation of the standards and competences required of 'good' school leaders. This standardisation is essential to developing appropriate training and professional development for school leaders.

5   In line with OECD recommendations EFEE members express the need for more professional recruitment processes at both school and system level to ensure that the recruitment procedures, tools and criteria are effective, transparent and consistent in assessing candidates.[7]

6   Regarding the matter of school leaders requiring a pedagogical background (teaching background) or only needing management qualifications, the survey indicates a preference for school leaders being required to have a pedagogical background.

7   Due to the aging population all over Europe, a large proportion of school leaders will retire in the near future. In this respect, many countries face the challenge of attracting sufficient numbers of suitable candidates to apply for school leadership in the years ahead. The difference in salary between teachers and school leaders is relatively small in several countries when one takes account of the duties, responsibilities and accountability that attaches to the role of the school leader as compared with

the school teacher. For this reason, some countries are giving consideration to increasing the salaries of school leaders. These findings are very much in line with those of the OECD which reports that, in many countries, principals have heavy workloads and that, as these principals retire, it is getting more difficult to find suitable replacements. There is considerable evidence to suggest that potential candidates for school leadership positions often hesitate to apply for such positions because of concerns regarding: the heavy responsibilities associated with the role, inadequate preparation and training for assuming such a role, limited career prospects and inadequate support and rewards.[8]

8   Another issue is the professionalisation of school governance. Here, there is a general concern about the extent to which schools board members have sufficient expertise to make informed judgements about school leaders' targets. Indeed, there is a perception that, generally, school board members lack the knowledge and skills essential to managing their schools effectively.

9   In the short term, establishing policies and practices around the provision of better training for chairs of school boards could improve school governance. The OECD recommends that school boards could be assisted in their work by clarifying the roles and responsibilities of school boards, thus ensuring a better fit between the role of board members and their skills and experience; by providing guidelines for improved recruitment and selection processes, and by developing support structures to ensure the active participation of all members on school boards, including opportunities for skills development.[9]

10   It seems that many countries experience difficulties in establishing criteria for successfully evaluating the performance of either teachers or schools. In the absence of appropriate performance benchmarks it is inevitably difficult for school leaders or boards to evaluate teacher or school performance. In many cases, school managements find it difficult to deal with underperforming teachers or teacher misconduct but some countries have begun to make progress on this issue.

11   A challenge in relation to the accountability of schools lies in the hesitancy of some countries to change from administrative and bureaucratic accountability, which gives little autonomy to schools (because of more and more restrictive rules on the use of grants and human resources) to a system which gives considerable autonomy to schools but holds them responsible for student results and the overall quality of the education they provide to their students.

These issues are at the heart of current debates on educational reform and we hope that this survey will help to enrich and illuminate those debates.

8   Improving School Leadership Pointers for policy development, OECD, http://www.oecd.org/dataoecd/3/46/45137557.pdf

9   Improving School Leadership Vol. 1 Policy and Practice, OECD, published in June 2008.

Phase III
Dissemination of project results and follow-up

In this last phase of the project, a conference was organised on 18-19 October in Ireland, hosted by the Irish Vocational Education Associations for all EFEE members, representatives of ETUCE and the DG EAC and DG EMPL of the European Commission, and other experts in the area of School Leadership. Translation from English was provided in French and German.

In order to familiarise **potential future EFEE members of New Member States and Candidate Countries with the European Social Dialogue** as such and with EFEE work in particular, we opened our conference to representatives of countries which are not yet members of EFEE. Representatives of Croatia, Estonia and Luxembourg accepted the invitation.

The conference commenced with a dinner in the historic Constitution room of The Shelbourne Hotel, which is appropriate for a conference of this nature. The importance of the conference theme can best be illustrated by the fact that Irish Minister for Education and Skills, Mr Ruari Quinn, opened the proceedings and remained for the first half of the morning session. Minister Quinn's key messages were that flexibility and devolved autonomy would assist school leaders in managing their schools, in times of diminished resources, and that a knowledge society, as we are seeking to develop in Europe, requires good school leaders. Even more pleasing, from an EFEE point of view, was his request for EFEE to start working with his team in preparation for when Ireland takes the EU Presidency in 2013.

The Conference Agenda is included at Annexe 4.

Virginia O' Mahony, President of ICP, in her opening address posed three questions:

1   What is school leadership?
A central element of most definitions of school leadership is that it involves a process of intentional influence of one person over other people to structure the activities and relationships in the school. It is also seen as the art of getting a group of people to do something as a team, because they individually believe it is the right thing to do.

2   Is school leadership important to learning?
Professor Michael Fullan answers the second question as follows: 'There are no examples of school-wide success without school leadership.
    All examples of school failure include weak or ineffective leadership.'
 'The principal is the nerve centre of school improvement. When principal leadership is strong even the most challenged schools thrive. When it is weak schools fail or badly underperform. The research is irrefutable in concluding that the principal is the pivotal figure when it comes to success'.

3   What do great principals do?

Great Principals set goals and directions, develop teachers, build relationships and manage the Curriculum. In addition they often act as advocates for children, need some entrepreneurial skills together with knowledge of the law and of human resource management.

Jim Collins, author of 'Good to Great,' sees the key qualities and behaviours of effective leaders as:
– Humility;
– Ambition for the school and not for personal benefit;
– A leader who shares praise/ success with others but always takes personal responsibility for failures;
– A leader who sees leadership as a service to the community.

Current Challenges facing school leaders today are:
– An overloaded role leading to burn out;
– Fewer teachers want to take on school leadership;
– Principals of smaller schools have the greatest need for administrative support but receive the least support;
– Initiative fatigue –in Ireland there have been over 400 circulars from the Education Ministry in 5 years;
– Bureaucracy is grinding schools to a halt;
– Because research demonstrates that the principal is key, policy-makers start to load up the role, resulting in overloading the principal.

Many countries have moved towards decentralisation, making schools more autonomous in their decision making, and holding them more accountable for results. The more autonomy given to schools the more important the role of the school leader is in guiding and influencing the decision making.

The inevitable conclusion according to Elmore is the 'Principle of reciprocity between accountability and capacity. For each unit of performance the system demands of the school, the system has an equal and reciprocal responsibility to provide the school with a unit of capacity to produce that performance.'

Beatriz Pont, a senior researcher at the OECD who has an extensive knowledge of what OECD countries have been doing to improve school leadership, addressed the conference via Skype. In the course of her address, she provided evidence-based policy advice to participants. (http://www.oecd.org/edu/schoolleadership) and, in doing so highlighted the following.
– There is a need to re-define school leadership responsibilities with a focus on improving school outcomes.
– The role of school leaders has changed dramatically.
– School leadership can improve school outcomes, by influencing the motivation and capacities of teachers, as well as the school climate and environment.
– Recruiting and training school leaders are major challenges in many countries.
– There is an urgent need to distribute school leadership among the different people engaged in the operation of schools – principals, school boards, department heads and teachers.

- The knowledge and skills of school leaders need to be developed throughout their careers: initial training, induction and continuing training and development are all needed.
- School leadership needs to be made more attractive to those suited to making good leaders – more appropriate levels of pay and better career progression opportunities are important.

Both O' Mahony and Pont referred to Richard F. Elmore, professor of educational leadership at the Harvard Graduate School of Education and his principle of reciprocity between accountability and capacity: 'For each unit of performance the system demands of the school, the system has an equal and reciprocal responsibility to provide the school with a unit of capacity to produce that performance.'

Agnes Roman, policy coordinator at the ETUCE provided the conference with the results of an 11 country survey undertaken by its working group on School Leadership. The survey addressed the national policies and practices and the perception of teachers on the following.
- The preparation and recruitment of school leaders
- The professional development of school leaders
- The working conditions of school leaders
- Salary issues
- The attractiveness of school leadership positions
- Equality issues.
- Leadership issues.

While the ETUCE survey adopted a broader approach than the EFEE one and therefore it was very difficult to compare results. This, in a sense, highlights the need for EFEE to work more closely with ETUCE in future when undertaking such research.

After lunch, the conference received further presentations from members of the EFEE Steering Committee.

Pat O'Mahony, of the Irish Vocational Education Association (IVEA), presented a detailed strategy for improving school leadership in Ireland.
In the course of his address, Mr O'Mahony highlighted the following.

- In Ireland, there is an urgent need to reform the way schools are governed and managed.

- Principalship has lost its savour and teachers suited to leadership roles are discouraged by what they see as the overwhelming (and growing) demands of modern principalship.

- There is no clear understanding between management and unions about what leadership and management entails in the school context, thus too much responsibility is placed on the principal.

- The notion of the single omnipotent, heroic leader is redundant. Dispersed leadership and management is critical to schools. Nowadays, all must lead, all must manage, and all must be agreeable to being led and managed.

- The school middle management system is not fit-for-purpose and a fit-for-purpose system is crucial to day-to-day management and to developing future school leaders. Those in middle management roles can lead learning, pastoral care, and so on, provided they have the necessary competences and authority and are held accountable for carrying out the duties allocated to them.

- Many principals and deputy principals only begin to acquire the knowledge, skills and competences for management following their appointment and then, by and large, on the job.

- In Irish post primary schools, principals and deputy principals need to be more than leaders; they need to be competent managers and, oftentimes, they need to carry out functions that in larger institutions could be delegated. From their very first day in the job, they must be able to manage their schools and, in doing so, they will have to carry out or show others how to carry out a wide range of new functions for which they have had no real preparation. Where staff observe that the new leader cannot undertake these functions, his/her credibility will be undermined and leaders, who do not have the confidence of those they seek to lead, inevitably fail.

- A system is needed to identify those teachers with the capacity for leadership and they then need to be provided with the competences to be future leaders.

- Teachers who excel in the classroom and wish to advance their careers have no option but to move in to administration to which they may be unsuited. We need a career structure for teachers which allows the best practitioners to get promotion while remaining in the classroom and also leading teaching and learning in the school.

Sjoerd Slagter, president of the Dutch Secondary Education Council (VO-Raad), presented the results of the Leadership Improvement for Student Achievement (LISA) project. This project was conducted in 2009 and focussed on different leadership styles and their effectiveness in different school systems. Five different leadership styles have been distinguished in this project.

Those five styles are:
- the instructional style;
- the participative style;
- the personnel development style;
- the entrepreneurial style;
- the structuring style.

The main findings of this research project have been that the effectiveness of these styles is dependent on the context. Two styles that turned to be effective in most of the systems are the instructional style and the entrepreneurial style. Around 300 teachers and school leaders from seven countries participated in this project. As a result of this research a proposal is being made in 2012 to conduct a follow-up study on effective leadership in different educational systems.

Furthermore, Sjoerd Slagter gave an insight in the developments on professional development and leadership in the Netherlands. One of the main developments has been the agreement between the Dutch Secondary Education Council (VO-Raad) and the Ministry of Education in the Netherlands on a major investment in professional development. Schools will get budget to work on their professional development. Based on Key Performance Indicators schools will be accountable to the government. The main goals of this investment are higher student achievement and personalised learning.

Riikka-Maria Yli-Suomu, of the Commission for Local Authority Employers in Finland, presented the Finnish continuing professional development system for education personnel. In the course of her address, she highlighted the following.

– Local authorities provide and finance the majority of local and regional educational services from preschools to polytechnics through a nationwide network of educational institutions.

– Large numbers of people are leaving the workforce for retirement in Finland. This decline in the supply of labour is also reflected in the recruitment of school leaders: there is serious concern as to how to find a sufficient number of applicants interested in the work. 70 % of school leaders will retire by 2025.

– In Finland, a decree stipulates that school leaders are required to hold a higher university degree and 1) be qualified to teach in the education sector in question, 2) have adequate experience in teaching (or in other teaching tasks), 3) have adequate knowledge of educational administration and 4) hold a Certificate in Educational Administration (15 credits) or have completed equivalent studies of a minimum of 25 credits.

– The certificate includes the basics of public law and public governance, HRM, financial policy and educational policy. The certificate is not adequate. School leaders do not receive the training they need for their demanding job. But, the certificate cannot be expanded because that would affect the number of applicants. School leaders' profession is not that attractive to teachers. The teaching profession is very attractive and teacher education programmes receive far more applications than there are actual study places (1 out of 8 accepted to programmes).

– Teachers' and school leaders' continuing professional development (CPD) is funded by employers and the state. In recent years, the Finnish Government (State) has increased quite significantly its financial support for teachers' and school leaders' CPD. A new, national, fixed-term (2010 – 2016) CPD boosting programme (called OSAAVA ~ 'CAPABLE') was started 2010. The programme supports Finnish education employers to systematically and continually develop their teaching and leading staff according to the locally identified professional competence or organisational needs. The programme is aimed for all education levels (except higher education). One of the target groups is

school leaders. The CPD boosting programme addresses five strategic objectives:

1   Making flexible learning paths and lifelong learning for teachers a reality
2   Improving the quality and effectiveness of state-funded professional development of teachers
3   Promoting equity, inclusion and active participation in teachers' continuing professional development
4   Enhancing innovative professional development practices, flexible learning models (incl. use of ICT) and leadership for personnel development practices
5   Improving networking and collaboration between providers of education and institutes providing continuing professional development services.

– The programme focuses on developing both individuals and work communities.

– Today 95 % of school leaders participate in CPD.

Joseph Micallef, Directorate for Educational Services of the Maltese Ministry of Education, Employment and the Family, illustrated how the Maltese educational sytem has over last two decades experienced a gradual transition from a highly centralised system to a system geared towards a higher level of school autonomy. The presentation focused on how the College Networking system, introduced through fairly recent amendments to the Education Act, has allowed schools to take a further step towards greater autonomy than simply managing their own budgets and devising and implementing their school development plans. It was further illustrated how schools have been clustered in a number of Colleges and how each College is a body corporate having its own legal and distinct personality. This reform has shifted governance away from the centre to the Colleges and thus closer to the schools since these are at the first instance accountable to the College Principal. Joseph Micallef went on to explain how recent local research confirms that after several years of gradual decentralisation Heads of School in Malta are consistently moving from being administration and management oriented to being management and leadership oriented. He concluded the presentation by highlighting the main challenges being faced by the implementation of the College Networking System and to what extent one can hope that the reform will further empower schools to improve their own performance through direct accountability.

Dr. Gerry Mac Ruairc of University College Dublin and a member of the panel of experts working on the development of a European Policy Network on School Leadership presented a critical examination of current discourse on school leadership with particular emphasis on the manner in which the accountability has impacted the discourse of school leadership. He argued that accountability has become an impoverished concept, linked variously to the neo-liberal agenda, the marketisation of schools and the commodification of students. International research points to a range of reductive practices in schools including a culture of teaching to the test – (Zigo, 2001,

Lam and Bordignon 2001, Anagnostopoulos, 2005; Mac Ruairc 2009, 2011; Bangs et al 2010) curriculum narrowing (UK Primary Curriculum Review, 2009), the avoidance of risk-taking and innovative practice (Williams & Ryan, 2000) and arguably the most worrying of all, the negative impact of this model of practice within schools succeeding in connecting curricula and teaching to the realities of students' cultures, backgrounds and economic conditions (McNeil, 2000). The conflation between accountability and these practices negatively impacts the manner in which the outcomes of education are articulated and understood. Arguing for a more context appropriate, broadly focused model of accountability Mac Ruairc calls for greater synergies between research and scholarship within the academy and the domains of policy and practice in order to enrich the discourse and contest the current trajectory of enquiry.

The experts contributing to the afternoon session approached the School Leadership theme from different angles. Some contributors were academics, some policy makers, and some former school leaders. This diversity brought added value to the discussion, as it facilitated the findings of the research project being reflected on from a variety of stances – academic research, national and international bodies representing principals, and the perspective of former principals who have had an opportunity to reflect on their own experience. All of this made for a rich interplay of ideas and personal experiences.

Sean Cottrell, Director of the Irish Primary Principals' Network, mentioned the importance of evaluation. He provided information on what he called a 360º feedback process. During his time as Principal of three different schools, he conducted a self-designed process, what would today be called a 360º feedback process. He asked three core groups in the school community to give some feedback to him on his role as Principal. This feedback process was by means of separate survey questionnaires that he sent to parents, teachers and children. By completing the survey questionnaire, those involved had the opportunity to give him feedback on many aspects of his role as Principal. In order to guarantee confidentiality, it was facilitated by an independent third party. On reflection, he found it to be one of the most formative experiences of his career – both personally and professionally.

If performance evaluation is carried out correctly, that is to say fairly, it can help the principal to understand those aspects of the role that you do well and those aspects which may need to be worked on. Sometimes your own views of your performance will be similar to the views of those around you, but this is not always the case. Leaders are often very hard on themselves and may not be aware of all of their strengths or the depth of positive feeling towards them. The reverse can also be true and is equally valid and helpful to be aware of it!

Other benefits:
– Ongoing review of role performance enables you to grow in self-awareness and to identify what you need to focus on in personal and professional development terms;

- Those providing feedback believe their views are genuinely important to you;
- The process strengthens overall relationships by opening up communication and giving opportunity for constructive feedback;
- People will feel more inclined to be positive about performance management if everyone is evaluated in the same way.

The concept of 360^0 feedback has been around for some time; it is one of many approaches to evaluating/appraising role performance in the context of performance management. 360^0 feedback stands out from other role evaluation systems in so far as it is not confined to the views of senior management. It is a process which invites all types of stakeholder of a given role to give their feedback from their own particular perspective – those who report to you, those to whom you report and your peers – giving the complete 360^0 view.

Self evaluation and peer evaluation are essential tools to the learning process.

The General Secretary of EFEE, Bianka Stege, underlined once again the importance of linking our project outcome, but also our future work in the area of School Leadership with the European Policy Network on School Leadership. This EC supported Network, of which EFEE is a member, brings together important stakeholders in the education field – Ministries of Education, high level academics, capacity building organisations and other European associations like ETUCE, the European School Headmasters' Association (ESHA) and the Association for Teacher Education in Europe (ATEE).

Over the course of the afternoon session, several issues were raised.
- It would be important to consider what is required in terms of school leadership and not just report back on what sorts of systems are in place.
- The need to promote self-evaluation.
- The balance between accountability and workload.
- The need for a clearer definition of the role of the school teacher.
- The need to professionalise school boards.
- The importance of investing in the next generation of school leaders in order to ensure that they are adequately replaced as they retire. Many school leaders are expected to retire over the course of the next few years.
- The problems associated with high stakes testing, in other words the extent to which the current system incentivises teachers to prepare their students for examinations rather than to become lifelong learners.
- The need to establish a balance between the health and welfare of the school leader and performance management and governance.
- Employers have a duty to care for the health and safety of their employees. The Head has the delegated responsibility to do this for the staff but who looks after the welfare of the Head?
- Employers must take responsibility for influencing government policy in relation to school leaders as well as managing their job descriptions.

All expert presentations are available on EFEE's website www.educationemployers.eu

Dissemination of final results

This report will put on the EFEE website and sent to ETUCE, the DG EAC and the DG EMPL of the European Commission. EFEE will also facilitate and support the dissemination of the findings across the EU by distributing the report to all EFEE members and prospective members. It will also encourage and support dissemination of the report within member countries.

Monitoring and follow-up

At a meeting of the Project Steering Committee on the night preceding the Dublin Conference, the prospect of EFEE being involved in further work around the whole matter of school leadership was discussed. The Steering Committee felt it would be a good for EFEE to focus further on the School Leadership theme and Sjoerd Slagter, President of the Secondary Education Council, Netherlands, proposed that his organisation could take the lead in preparing a relevant project proposal for European Commission funding, with EFEE and ETUCE working together as partners in the project. Subsequently, this proposal was welcomed by the other EFEE members at the General Assembly meeting of 24th of October 2011.

Annexe

ANNEXE 1

EFEE WORKSHOP ON 'LEADERSHIP AND GOVERNANCE IN SCHOOLS', PROJECT FUNDED BY THE EUROPEAN COMMISSION

10th of March 2011, Amsterdam

Venue: Lloyd Hotel,
Oostelijke Handelskade 34

Chair: Joseph Micallef,
Directorate for Educational Services, Malta

Participants: EFEE members + other employers' organisations

10.00   Welcome by Sjoerd Slagter, President Secondary Education Council (VO-Raad), Netherlands

Welcome by Joseph Micallef, chair or working group

10.20   Introduction to workshop and expected outcome

Bianka Stege, General Secretary European Federation of Education Employers (EFEE)

10.30   Leadership from a European perspective

Key-note speech by Paul Holdsworth, Directorate General Education and Culture, European Commission

11.00   Coffee/tea break

11.30   Leadership in an international perspective: case of Singapore

Mo Cheng, President of the Academy of principles, Singapore

12.00   What are basic competences for school leaders: results of Dutch working group in secondary education?

Meta Krüger, Professorship Leadership in education, Penta Nova Academy for school leaders and University of Amsterdam

12.45   Lunch

13.45   Leadership in different European countries, a different approach: EFEE members present their national case (10 minutes each)

> Joseph Micallef, Directorate for Educational Services, Malta
>
> Sjoerd Slagter, Secondary Education Council, Netherlands
>
> Riika-Maria Yli-Suomo, Commission for local authority employers, Finland
>
> Michael Moriarty, Irish Vocational Education Association, Ireland

14.00   **Round table discussion**
What is leadership and governance, and how can we describe them through the means of a survey that takes into account the following questions?

What is the relationship between school leader and governing body?

How do schools select and hold their leaders to account? What are the hiring/ firing and paying conditions?

What are the core responsibilities of a school leader?

What types of qualifications are essential to carry out the role of leader? Soft skills?

How can school teachers improve their leadership and management skills?

How is continuous professional development (LLL) for school leaders delivered?

What is the impact of school leaders on the results of students? What type of leader can improve the school results of students?

What is the influence of (good) leadership on the Life Long Learning capacities of students?

-Is there interest among EFEE members (and ETUCE) to develop a tool on school leadership assessment framework?

Coffee/tea break

16.15   How to structure our discussion and questions towards an evidence-based survey Jo Scheeren, senior researcher, Centre for Labour Relations in the public sector (CAOP), Netherlands

16.30   Concluding remarks, further steps and actions by chair

16.45   End of the meeting

ANNEXE 2

QUESTIONNAIRE ON LEADERSHIP AND GOVERNANCE IN SCHOOLS FOR EFEE PROJECT

Project description
The project will be a *comparative study of the different approaches to leadership and governance in schools* in the different countries of the EU and in candidate countries.

Target group
The questionnaire should be completed by those EFEE members in different member states with responsibility for primary and/or secondary education.

Procedure
To ensure the maximum of reliability, we would like to ask you kindly to verify your input by others. Therefore, we propose that the questions are answered by a small group of respondents (minimal two) from different perspectives. For example, representatives of the employer organisation together with the responsible ministry, if possible. Please keep your replies short and keep the questionnaire to 3 pages.

Please send your replies to Bianka Stege by email Bianka.stege@educationemployers.eu by 6 July 2011 at the latest.

Outcome
The results of this questionnaire will be presented during a conference in Dublin hosted by the Irish Vocational Education Association on 19 of October 2011. We will also discuss possibility for further research. The Dublin conference will involve representatives from all EFEE member organisations (so please save the date in your agenda), representatives from ETUCE and from the European Commission. and from Employers in other EU countries which have not yet joined EFEE (Czech Republic, Estonia, France, Lithuania, Poland, Romania, Slovenia); and from three candidate countries (Turkey, Croatia and the Former Yugoslav Republic of Macedonia) will also be invited.

Three topics are crucial in the questionnaire:
A   The selection of school leaders
B   The training of school leaders
C   The performance of the management of schools (including governance)

Questions
_____

Country

_____

Name of organisation

_____

Level of education *
    Primary education
    Secondary education

_____

For which sector or part of sector is your
organisation replying to this survey?
(state schools/private schools or another
part of the sector)

_____

A   The selection of school leaders

Main question
Describe the selection of school leaders
in your country/organisation

Sub questions
What are the main challenges with respect
to the selection of school leaders?

Which challenges are likely to be resolved
in the near future? How?

Which policies are being prepared to meet
the challenges?

Which challenges are likely to remain
unresolved? Why?

Describe the roles of different stakeholders
in the selection of school leaders.

_____

B   The training of school leaders

Main question
Describe the training of school leaders in your
country/organisation, both before and after
their first appointment as a school leader.

Sub questions
Describe the initial training of school leaders

Describe the continuing professional
development of school leaders

What are the main challenges with respect
to the initial training and professional
development of school leaders?

Which challenges are likely to be resolved
in the near future? How?

Which policies are being prepared to meet the
challenges?

Which challenges are likely to remain
unresolved? Why?

_____

**C   The performance of the management
of schools (including governance)**

Definition of governance
The exercise of non-executive oversight of
the senior management of the school, for
instance through a School Board or Governing
Body to whom the school's Principal is
primarily accountable.

Main question
Describe the relationship between governance,
leadership and public accountability of schools

Sub questions
What are the main challenges with respect
to the governance of schools?

What are the main challenges with respect
to accountability of schools?

What are the main challenges with respect to
managing and accounting for the performance
of school leaders?

Which challenges are likely to be resolved in
the near future? How?

Which policies are being prepared to meet
the challenges?

Which challenges are likely to remain
unresolved? Why?

*   In case you represent both primary and secondary education,
may we kindly ask you to fill in 2 questionnaires, one for each level
of education

**A   THE SELECTION OF
SCHOOL LEADERS**

BELGIUM, Francophone community
Primary and secondary education

*Description of the selection
of school leaders*
The post of school leader is filled by promotion
from among teachers. The requirements are
related to seniority, being appointed in a posi-
tion, holding a relevant qualification according
to the level of the school (pre-primary,
primary only or fundamental (pre-primary and
primary). The governing body (school board)
-in consultation with teaching staff and union
representatives- draws up a function profile
which is published in a call for candidates.
Selection among the candidates is based on
the requirements and their profile.
    The selected candidate is admitted to an
internship of 2 years before his/her formal
appointment. During this period he/she is in
function according to a mission letter designed
by the governing body but must also partici-
pate in 120 hours of training.
    At the end of each year of internship, the
governing body evaluates the trainee on basis
of the implementation of the mission letter
and of skills acquired during the training. If the
candidate is evaluated unfavourably twice, the
internship is terminated. The trainee needs to
pass all tests for certification of training and
to get a favourable evaluation of internship to
get a permanent appointment as school leader.
Candidates who do not pass the training tests
or fail at the evaluation of the internship or
decide to resign from internship go back to
their previous appointment.

Main challenges
The main challenge in Belgium is to get enough
candidates for the job of school leader. This
is mainly due to low difference in salaries
between teachers and school leaders, overload
of administrative tasks and little administra-
tive support for school leaders (no staff for the
administrative part of the job), and the feel-
ing that school leaders are less and less able
to design and implement their school policy
because of a multiplication of laws, rules and
constraints.
    Some policies are being prepared to
meet the challenges. The Catholic network
for example set up an internal campaign to
help governing bodies to reflect on strategies
for recruiting more candidates for the job.

Secondly, an internal organisation has been set up to help Catholic schools to work within a local network assisting with administrative and management tasks by implementing inter-schools local management centres. There is also a perspective of a small increase of the salaries for head teachers.

Challenges that are likely to remain unresolved are that there is not a real perspective concerning the problem of administrative overload: no opportunities to get new grants for hiring administrative support. Also there is no relaxation of rules concerning the use of grants which could help the governing bodies to organise better administrative support to school leaders with the actual grants.

Other challenges are to ensure a certain stability of personnel who are temporary in the position of school leader and to guarantee the effectiveness of the evaluation of school leaders during their internship.

BULGARIA
Primary and secondary education

Description of the selection of school leaders
According to Public Education Act the position of a school leader of a state-owned and municipal kindergarten, school or auxiliary unit shall be filled on the basis of a competitive procedure. Assistant school leaders and teachers are appointed by the school leaders on the basis of their documents or interview. Since 2010 in the Republic of Bulgaria a teacher career development system has been implemented which includes the consistent occupation of positions and the assignment of additional responsibilities. The highest position is 'head teacher'. The head teachers are also involved in activities that support school governance and that are related to the analysis of results from the state matriculation examinations in the school, as well as in the support of methodological and qualification activities.

The Ministry of Education, Youth and Science organises the competitive procedures for the state-owned schools by announcing the competitive procedure, preparing and conducting the test, evaluating the candidates, conducting the interviews and appointing the candidate with the highest results from the test and the interview. Local bodies – municipalities – demand that the leaders implement the national policy in regard to education and its implementation within the municipality, in order to realise the municipality's educational priorities. The head of the regional educa-

tional inspectorate announces the competitive procedure, organises its conduct, with the test being prepared by the Ministry of Education, Youth and Science and the draft being sent to the relevant regional educational inspectorates. The competitive procedure board includes representatives of the local authorities, of the regional educational inspectorates and experts from the Ministry of Education, Youth and Science.

Main challenges
In Bulgaria the main challenges are to choose the most appropriate candidate from a large number of applicants, because high theoretical achievements of candidates are not always an indicator for good practical results. The school community and parents do not participate in the selection of a school leader or assistant school leader.

Some policies are being prepared to meet the challenges. There is greater centralisation through the conduct of competitive procedures and through the adoption of a new Preschool and School Education Act. It is also important to create a culture for high expectations and support and to have effective strategies for hiring and keeping highly qualified pedagogical specialists. Ensuring the participation of the pedagogical team when selecting the head teacher as a school leader will be sought. The challenges will be resolved through obligatory qualification for school leaders, as well as through exchange of good practices; participation of parent community representatives and the local authorities in the school and kindergarten governance.

A new Preschool and School Education Act is being developed, with its main aspects being as follows: strengthening the autonomy of educational institutions in regard to the professional development and career of teachers and to the selection of school leaders, introduction of obligatory qualification of school leaders, introduction of the role of school leader-supervisor; attestation every 4 years; requiring the newly appointed school leaders to pass through specialized training within the first year; monitoring, support and evaluation of the newly appointed school leader, given by another school leader-supervisor, attestation of the newly appointed school leader in the end of the first year by a public council and the school leader-supervisor.

CROATIA
Secondary education

Description of the selection of school leaders

In Croatia the selection of school leaders is as follows. The school board puts an advertisement for the school leader in a daily newspaper. The school leader is appointed by the school board but prior to the appointment the school board has to ask for the consent of the minister. The appointed school leader signs the contract with the school board. The duration of the contract is 5 years. And the same person can be reappointed. If the person is reappointed for the second time, and that person used to be a teacher of that school, his post is awaiting him/her again. That means that after two terms the school leader can go back to teaching or they can apply for the post of the head teacher for the third time, but during that third period the post is not awaiting the school leader anymore.

In the selection of school leaders the school board consists of 7 people: one representative of the workers of the school, two representatives of teachers, one representative of the parents and three representatives of the founder of the school. Those are the people who choose the school leader and in that way all parts involved in school life have a word in it. In the end the Ministry either gives consent to the choice of the school board or does not. If the Ministry does not give its consent to the new school leader, the whole procedure has to be repeated.

Main challenges

Main challenges with respect to the selection of school leaders are: Is there at school a need for a professional manager or both a manager and a pedagogue? Does the school need both a leader and a deputy leader? And is there a general need for special education for school leaders?

A systematic education for school leaders is being prepared by the Teacher Training and Education Agency which is responsible for the education of teachers and school leaders.

Another policy that is being prepared is the advancement in the professional life (management development) of teachers and school leaders.

CYPRUS
Primary and secondary education

Description of the selection of school leaders

School leaders in Cyprus are selected by an independent five member body, called the Education Service Commission, appointed by the Council of Ministers for a period of six years. In order to become a school leader, applicants must have completed at least three years in the post of a deputy school leader and they have to submit a special application form to the Education Service Commission. The Commission then sends all the application forms to the Advisory Committee, which suggests a list of names (three times as many as the vacancies available) and ranks them according to certain criteria (such as a high standard achieved on evaluation by inspectors, additional academic qualifications and length of service as deputy school leader). The list of names is then announced by the Ministry of Education and Culture, and for a ten-day period after the announcement of the list, each candidate has the opportunity to submit an objection to the quantitative assessment assigned by the Advisory Committee. Such an objection may lead to changes in ranking or in the names on the list. Following an interview with the Education Service Commission, promotion is offered to those selected by the Commission, after evaluation of the interviewees' performance at interview on a scale of 1 to 5. One representative of the respective Directorate of the Ministry of Education and Culture participates in the interview and expresses an opinion, which may or may not be taken into consideration by the Commission when making a final decision. In the light of the above criteria, it can be seen that the inspector's evaluation carries considerable weight – the assessment improves with seniority and age. The main criterion for promotion to the post of a school leader is age and seniority with slight adjustments for additional qualifications.

Main challenges

The whole evaluation system is one-dimensional, since it is only based on the traditional, unproductive system of external evaluation from inspectors. The evaluation is mainly connected with promotion and as a result formative evaluation which is related to teachers' professional development and improvement is neglected.

There are no alternative ways for promotion in the teaching profession, since the only options are either to become a deputy school leader or a school leader.

The Ministry of Education and Culture, within the framework of the dialogue for the reform of the education system, has submitted a proposal for a new scheme of evaluation and promotion of teaching personnel (from pre-primary to secondary education level) to the teachers' unions and other stakeholders. The Ministry's proposal is still being discussed with the teachers' unions and will be discussed at the Council of Primary-Secondary Education and the Education Council in an effort to reach maximum consensus on this issue. This dialogue is still in progress. With the new evaluation system that is being proposed the following policies aim to meet the challenges described above:

–   Adopt and utilise a variety of forms of evaluation (internal and external evaluation of school units, formative and external evaluation of teachers for tenure and promotion)
–   Offer motives to teachers to remain in classrooms by disconnecting the promotion of teachers with taking over managerial posts.
–   Determine specific and functional evaluation criteria as well as valid and reliable evaluation documents to respond to the role and the responsibilities of each post
–   Adopt a participative model of evaluation with a developmental and evolutionary approach, so that the evaluation procedures and results are used for the professional development of teachers and the educational system.
–   The basic challenge which is likely to remain unresolved is to convince the teachers' unions to accept certain aspects of the proposed evaluation scheme, since usually in any change there is a level of resistance.

DENMARK
Primary education

Description of the selection of school leaders
School leaders are selected and employed by the local authority. Prior to the selection of the school leader, a job advertisement is published. A selection committee on which both employer and employees side are represented interviews the relevant candidates for the position. The employer makes the final decision on whom to employ. The best qualified applicant is employed and it is not for example a requirement that the leader is qualified as a teacher.

Main challenges
There are in a number of cases only few applicants for a vacant position for school leader. Moreover, the conditions of employment in most cases presuppose an agreement with the local trade union. The trade unions find that a school leader should be qualified as a teacher which sometimes therefore makes it difficult for the local government and the local trade union to agree on the conditions of employment.

Furthermore, school leaders have to be employed as civil servants i.e. according to the specific conditions of employment that applies to this group, unless the local authority and the local trade union can agree on a different condition of employment. It is rarely – if ever – that the local parties can agree on another – and for employers more favourable – condition of employment.

Finally, there is at the moment an ambiguity between two trade unions (the teachers' and the pedagogues' trade unions) concerning which of them (and their relevant collective agreements) that apply when it comes to the employment of leaders of the first level of the primary education (6-9 year olds).

A policy to resolve the challenges is that the Ministry of Education and Local Government Denmark (KL) have initiated training aimed at 'school leaders to be' i.e. training for teachers who may wish to make a career as school leader.

Similarly the local authorities focus on employing a person as school leader with leader qualifications and knowledge about the profession of education, not necessarily one who has a background as teacher.

Also Local Government Denmark is doing all it can to make the two trade unions agree on how to draw the line between the two organisations/collective agreements when it comes to the conditions of employment of leaders in the first level of the primary education.

One challenge that is likely to remain unresolved is that the trade union does not wish to give up the requirement to employ school leaders as civil servants. Local Government Denmark has raised these issue at all previous negotiations of collective agreements with no success so far.

ENGLAND AND WALES
Primary and secondary education

Description of the selection of school leaders

Most schools in the UK are owned by the local authorities ('municipalities' in EU language) but there is currently a big drive by national government to encourage individual schools to opt for 'Academy' status which would make them independent of the local authorities and would involve them getting their funding directly from the national ministry rather than through the local authority.

In local authority schools, the employer of the principal (head teacher/school leader) is the local authority but the decision as to who to select when there is a vacancy is that of the governing body (school board). These governing bodies are made up of unpaid volunteers and their job is to act as non-executive directors, both supporting the head teacher and holding him/her to account. The composition of governing bodies includes representatives of parents, representatives of staff employed in the school, nominees of the local authority, and representatives of the community chosen by the other governors. The Chair of the governing body is elected by the governors themselves.

Main challenges

There is concern that these volunteers, although they receive some training, are increasingly difficult to find because of the time that their unpaid role takes up.

Schools which opt for Academy status become the employer instead of the local authority and this makes the governors' responsibilities more demanding. Another main challenge is the supply of applicants in some areas, for example there are often difficulties in having a good number of applicants for primary school leader posts. Pay levels are generally adequate to attract applicants to posts, although there is an ongoing concern about pupil indiscipline and bureaucracy (which are issues raised by all teachers, not just school leaders).

However, in the medium to long term, the growing number of schools which will become independent academies (although still within the state sector) and will be able to pay relatively high salaries (without the restrictions imposed by legislation) may lead to the creation of a two-tier state sector, i.e. the 'best' school leaders may seek employment in academies.

A policy that is being prepared to meet the challenges is that the UK government is seeking to reduce the amount of bureaucracy imposed on schools by deregulation in a number of areas and is also giving more powers to teachers to discipline badly behaved pupils.

Any challenges in terms of recruitment difficulties are unlikely to be resolved in the near future. Recruitment will always be a problem to some extent, because the number of school leaders required is significant. This is particularly true in the primary sector, because there are a lot of very small schools all of which require a school leader.

FINLAND
Primary and secondary education

Description of the selection of school leaders

Primary Education
In the Finnish system of basic education, there are two types of leaders: 1) head teachers and 2) principals. Head teachers have a public post as class teachers, but they are also in charge of the school. Head teachers usually work in small schools with few teachers. Principals are appointed to their post and their duties are mostly administrative. If the school is small, principals, too, may be required to do some teaching. Principals must have completed a higher academic degree, teacher training and principal qualifications.

Principals are appointed by municipal councils and education and culture committees subordinate to them.

Secondary Education
Principals in vocational colleges are administrative directors in large organisations with typically thousands of students. Principals are appointed to their post and they must have completed a higher academic degree, teacher training and principal qualifications and have work experience in some of the college's fields of study. Principals are usually appointed by the education provider, typically a joint authority for education and its board.

Principals of general upper secondary schools are appointed to their post and they have mainly administrative duties. If the school is small, principals, too, may be required do some teaching. Principals are required to have completed a higher academic degree, teacher training and principal qualifications.

In general secondary education principals

are appointed by municipal councils and education and culture committees subordinate to them.

Main challenges

There is no great interest in the job of a principal. Teachers may increase their income by working a lot of overtime. The collective agreements applying to principals do not allow them to work overtime. For this reason, teachers may receive better pay than principals.

As a general rule, the greatest challenge is the duties of principals. They differ considerably from one school or municipality to the next. It is important to examine the entire system of leadership, not merely the duties of principals. What is the role of deputy principals? What is the role of the head of municipal educational administration (basic education)? What is the role of the head of the section (vocational colleges)? What is the role of political decision-makers? In the system of leadership, the biggest issue is how work is divided. Who is responsible for administration, pedagogic leadership or human resource management? Who is familiar with education policy?

In the near future vocational colleges are being converted to larger and larger units. In this connection, employers are also reforming their management systems as a whole.

One policy that is being prepared to meet the challenges is the division of work between political leadership and operational management.

IRELAND
Second Level Education

Description of the selection of school leaders
There are no specific qualifications required of those applying for school leadership or deputy school leadership other than those applicants must be registered teachers and have five (5) years teaching experience. School leaders and deputy leaders are selected through open competition by public advertisement and applicants can be from inside or outside the school.

Applicants are interviewed by a selection board established by the Board of Management and/or the VEC.

In the voluntary secondary school sector (approx 52% of all schools), most school leaders were religious until some 20 years ago. Also, in voluntary secondary schools, until about 12 years ago, appointment to all leadership roles, with the exception of principal ship, were on the basis of seniority. Indeed,

until very recently, seniority remained virtually the sole criterion for appointment to posts of responsibility (other than principal ship and deputy principal ship) in voluntary secondary schools and it was also a significant criterion for appointment to posts of responsibility in other second level schools. The criteria for appointment to posts of responsibility have now been changed but the effect of these changes will take several years to work their way through the system.

Ultimately, school boards of management or Vocational Education Committees, in the case of VEC schools, are responsible for the employment of school leaders and, given that these management bodies include representatives of parents and teachers, it may be said that parents and teachers have a certain level of involvement in the process.

The appointment of school leaders and indeed the appointment of post of responsibility holders are governed by Department of Education Circular Letters which invariably reflects agreements between the Department of Education and Skills, the school management bodies and the teachers' unions.

Main challenges

There is increasing concern about the supply of school leaders, both in number and in suitability. The number of applications for principal ships has declined significantly over the last 20 years.

Current school management structures are being undermined by the application of a government moratorium on appointments to (middle management) posts of responsibility, arising from the current financial crisis. This is making principal ship even less attractive as are reductions in the salaries, pensions and allowances of school leaders.

The heavy workload arising from legislative requirements, discipline issues, accountability, personnel management etc., make principal ship, in particular, unattractive to those who might well be suited to such a role. There is a need to make school leadership more attractive to those with the capacity/potential to do the job effectively.

There needs to be a clearer definition of the skills and competences that school leaders require. Otherwise, what is the basis for either the selection or development of school leaders?

There is a need to put in place a robust career structure for teachers that will allow for the identification and development of effective school leaders and deputy school leaders.

There is no mandatory requirement for certification or training in school leadership and no requirement for leaders to avail of training after appointment.

There needs to be a clearer connection between the content of some of the school management courses offered at post graduate level by the universities and what is required to manage/lead a school.

Aspirant school leaders must have the opportunity to demonstrate their competence in a wide range of areas relevant to leadership roles before being appointed to such roles. There is a need to ensure that all appointed to leadership roles have the skills and competences to do the job effectively, on assuming office. Requiring applicants to have appropriate qualifications in school management would prove helpful.

There is a need to put in place appropriate programmes to identify and develop school leaders in advance of their appointment to school leadership and deputy school leadership posts.

There is a need to professionalise the appointment of school leaders by improving the competence of school boards of management and selection boards, whose composition is largely voluntary.

Until relatively recently, most appointments to posts of responsibility were made on the basis of seniority (this was the school leader criterion in voluntary secondary schools and a significant criterion in other post primary schools). Such posts have not always provided potential school leaders with the opportunity to acquire skills and competences relevant to either school leadership or deputy school leadership.

The management of teacher underperformance is now governed by procedures drafted in accordance with the Education Act. These procedures also address under-performance and disciplinary matters for school leaders and deputy school leaders.

As a general rule, schools do not undertake succession planning. It is a matter of advertising a post, once it falls vacant and seeing who applies.

A clearer middle-management system in post primary schools with clear accountability and responsibility is essential to allowing potential school leaders to acquire the skills and competences essential to being effective school leaders. Indeed, there needs to be a clear codification of all leadership roles.

The role of the school principal in post primary schools is very wide ranging – in effect, the principal is responsible for everything that happens in the school, including leading learning and teaching, staff induction and probation, student discipline, employment and personnel management, finance and fundraising, building maintenance, staff development, the curriculum and the timetable, and the supervision of all staff. However, in schools run by vocational education committees (VECs),which manage approximately one-third of all post primary schools, matters of finance, employment and personnel management, building developments and maintenance, etc., are handled by the VEC head office, thus releasing school leaders to lead teaching, learning and student welfare.

Until very recently, principals, while responsible for the work of teachers, had very little right to interfere in the work of a teacher. Since late 2009, a process has been put in place to enable school leaders to address teacher underperformance and misconduct. This process is complex, lengthy and time consuming; and school leaders need both time and training to take on this role effectively.

There needs to be a clearer consensus between school management bodies, teacher unions and the Department of Education and Skills about the authority of school leaders and deputy school leaders. Although school leaders are deemed responsible for school outcomes, the authority of school leaders to manage staff is much more circumscribed than that of managers in industry and commerce.

Though a majority of post primary teachers are female, a majority of the school leaders are male. To some degree, at least, this reflects the unattractiveness of school leadership.

In the voluntary secondary sector, those appointed to principal ships and deputy principal ships in particular need to be able to demonstrate their active support for the religious ethos of the school. This excludes from school leadership, many with the potential to be good school leaders.

Ireland has a very high proportion of relatively small schools, in which there is less opportunity to recognise/develop potential leadership.

A challenge that is likely to be resolved in the medium term is that school leaders will be required to hold a qualification in school management.

The recent establishment of clear procedures, agreed between the Department of Education & Science, the teachers unions and the management bodies, around the issue of teacher underperformance and misconduct

should, in the medium term, allow school leaders to address these matters more effectively. However leaders need appropriate training and support around the implementation of these procedures if this development is going to be implemented successfully. This may not be forthcoming during the current financial crisis. The current moratorium on replacing post of responsibility holders has meant an increase in the workload of school leaders, which may mean that they do not have the time and space to implement effectively the procedures in relation to underperformance and misconduct.

The influence of seniority in the appointment of post of responsibility holders is diminishing, but this will take time to feed through the system. Over time, the appointment of other than the most senior teachers in a school as principal and deputy principal will be more accepted.

Policies that are being prepared to meet the challenges are:

The Teaching Council's relatively recent policy on 'The Continuum of Teacher Education' puts in place proposals to standardise and improve initial teacher education, teacher induction, teacher probation and teacher continuous professional development. The proposal involves requiring teachers to undertake a certain amount of specific continuous professional development in order to renew teacher registration with the Council. This should lighten the school leader's burden, to some extent and it should also, over time, improve the quality of the teaching profession, thus making the management of schools a less arduous task. Currently, teacher education and professional development is fragmented with insufficient linkages between the different stages of the teacher's career.

The Teaching Council is also currently awaiting commencement dates for the following sections of the Teaching Council Act (2001):
– Section 30, which will make registration a requirement for teaching in State-funded teaching positions.
– Part 5 of the Act, which will give the Council the power to investigate a teacher's fitness to teach and, where necessary, to remove or suspend a teacher's registration or to allow a teacher to retain his/her registration subject to the fulfilment of certain conditions.
Section 39 of the Act, which relates to the continuous professional development of teachers.

These proposed developments should also make the job of school leaders easier and more professionally rewarding.

Which challenges are likely to remain unresolved?

There seems to be little prospect of fit-for-purpose middle management systems being put in place in post primary schools. The State already expends considerable resources to fund the current (unsatisfactory) middle-management structure of assistant school principals and special duties post holders and, in the current economic climate, no further resources are likely to be forthcoming.

There are no plans to professionalise the appointment of school leaders and deputy school leaders

There does not seem to be any early prospect of consensus on the matter of the authority of school principals and deputy school principals– though the procedures that have been put in place regarding teacher underperformance and misconduct will assist in this regard.

As yet, there has been no move to codify the skills and competences that school leaders require.

There is no move to put in place a coherent programme to identify and develop school leaders though the Leadership Development for Schools (LDS) programme Forbairt (see below) is very much a step in the right direction.

The number of schools with relatively small numbers of students is unlikely to change.

ITALY
Primary and secondary education

Description of the selection of school leaders
The selection of school leaders is based on a public selection exam which includes theoretical exams and presentation of qualifications, including five years' teaching experience. The Ministry of Education publishes the notice of the public selection exams and then the regional Offices organise and manage the exams.

Main challenges
The main challenge in Italy is the creation of transparent and impartial public exams.
In the near future there will be a pre-selection test based on multiple choice questions.
The policy is to make a system based on merit.
There is the unresolved problem of the slowness of the procedure.

LATVIA
Primary and secondary education

Description of the selection of school leaders
In Latvia school leaders of educational institutions, like all educators, require higher pedagogical education. The selection procedure is chosen by the local authority.

Education Law determines that self-government is formed as collegiate institution and functions in accordance to self-governmental rule. In accordance to General Education Law there are school boards in schools, which consist of the chairman, pedagogical representatives, municipal representatives, the founder of the school and parents' representatives. The leader of the school board is elected by parent's representatives. Student representatives are elected from Students' self-governance. The students' councils are formed in the city or region level.

Main challenges
Main challenges with respect to the selection of school leaders are the right qualifications, experience and personal quality.

Challenges which are likely to be resolved in the near future are a higher quality of education, teachers' social security and the cooperation with civil society.

Policies that are being prepared to meet the challenges are a mentoring system improvement of the teacher training curriculum and a teacher professional development system. A challenge that will be likely to remain unresolved is the average old age of teachers; more young teachers need to enter the education system.

MALTA
Primary and secondary education

Description of the selection of school leaders
The selection of school leaders is a rather straightforward process because it usually consists of an interview. The assessment criteria that are usually used when recruiting Heads of School are: Knowledge of the Position, Leadership Qualities, Managerial Ability, Experience and Past Achievements, Personal Attributes, Knowledge of Educational Reform & Policies. Many argue that an interview might not necessarily give a true reflection of the country's best educational leaders at a given point in time. However, one has to acknowledge that eligibilty is rather stringent and ensures that headship posts are only accessible to individuals who have gone through the traditional hierarchical teaching grade structures and furthered their studies in the field of educational management and leadership. Apart from being in possesion of the Post Graduate Diploma in Education Administration and Management (PG DEAM), equivalent or higher qualification candidates must be in possession of a teacher's warrant and have at least four years experience either as Assistant Head of School, Head of Department, College Counsellor or Inclusion Co-ordinator. For a teacher to be able to apply for these latter posts a teacher must have ten years teaching experience. Moreover, a Head of School for school with a population exceeding 500 students is usually selected through a call for applications from Heads with a minimum of three years experience in the post.

Main challenges
Having a limited pool of candidates with the required eligibility criteria, including qualifications and even more so years of experience especially for schools with a population exceeding 500 students.

Currently (2011) there is no National programme for the provision of the required qualification. For the last four years the Faculty of Education of the University of Malta has not offered the two-year part-time Post Graduate Diploma course in Educational Adminitration and Management (PG DEAM) it had offered for more than twenty years. This course had been introduced in 1985 with the help of three leading educationalists from Birmingham University, Meredydd Hughes, Ken Lambert and Peter Ribbons. The course became increasingly popular with teachers aspiring to move to a Senior Management position especially after the early 1990s when a process of school decentalisation was initiated and when in the Reorganisation Agreement of 1994 between the Government of Malta and the Malta Union of Teachers (MUT) it was announced that PG DEAM or comparable recognised qualification had become a professional pre-requisite for the appointment to headship. In the meantime the Faculty of Education had started offering a Masters in Educational Leadership, however, registration was subject to a numerus clausus.

Relatively few candidates are attracted to the post due to:
– the stress levels usually associated to school leadership posts

– the wide spectrum of technical and professional expertise expected of the Head of School especially at a time when the whole educational system is being reformed.

Challenges likely to be resolved in the near future:
– The number of school leaders that will be needed for Secondary schools in less than four years time, is expected to drop by 30%. The final phase of the introduction of the College networking system will lead to a reduction of the number of State Secondary Schools to only 20. However, this will increase the number of schools with a population exceeding 500 students and consequently is expected to aggrevate the shortage of Heads of Schools with 3 years experience in the post.
– The lack of a National programme for the provision of the required qualification. Whilst international service providers are supplying the local candidates with the necessary training and subsequent qualifications for the post of Head of School, the University of Malta is planning to launch the Post Graduate Diploma in Educational Leadership as from October 2011.
– The Psycho-Social provision has in recent years experienced a considerable influx of various professionals which are rendering service to Colleges, Schools and students. As this provision is expected to continue to increase Heads of School are likely to further acknowledge that this specialised professional input allieviates the responsibilities and the stress attached to the post of Head of School.

Policies to meet the challenges:
– The policy to offer scholarships through the Malta Government Schoarship Scheme (MGSS) or the Strategic Educational Pathways Scholarships Scheme (STEPS) which is part-financed by the European Union, to teaching grades.
– The policy to offer induction training to newly appointed Heads of School in their first two years in the post and not just in the first year.
– The policy to increase the number of educational services (administrative, technical, curricular and psycho-social) available to Colleges. These services

began to be gradually introduced in 2007, following the publication of the policy document *For All Children to Succeed* in 2005.

THE NETHERLANDS
Primary and secondary education

Description of the selection of school leaders
Primary education

With respect to the primary education the school governing boards recruit, in their role as an employer, the school leaders. There are no legal requirements for the function of school leader.

Main challenges
Primary education

As for the recruitment of school leaders that meet certain qualitative requirements, there is shortage of candidates on the labour market. This coincides with the relatively large outflow of school leaders as a result of the demo-graphic ageing. Moreover government cuts in the educational sector and demographic decline in a number of regions give schools the urge to cut down their expenditures. The primary process is in the first place spared as much as possible, which threatens the position of school leaders.

In the near future a large proportion of the school leaders will retire. The labour market position for school leaders in primary educa-tion is relatively weak in relation to other educational sectors, mainly due to the rela-tively low reward. A few measures are taken in the 'Agreement Teacher' and in the 'Action plan basis for performance', particularly with regard to qualitative school leadership. We will invest in the professionalisation of school leaders; the competence requirements needed for a regis-ter for school leaders will be developed.

As for now, no (sufficient) measures are taken for the regions which are caught with demographic decline. Also the salary position of school leaders remains vulnerable.

Description of the selection of school leaders
Secondary education

The selection is different in secondary schools. They are largely autonomous. The selection depends on what the school needs. The school board hires. Possibilities are internal and/ or external recruitment, by advertisement or through a recruitment agency. The selection

procedure is usually: interview(s), different per school who participates: fellow school leader, (none) teaching staff, students, school board, parents and sometimes assessment.

There is no such thing as matching school leaders to a school at national level. The responsibility lies completely at the school board level.

Main challenges
Secondary education

One major challenge is the absence of educational requirements and of an occupational profile for school leaders. There is also no register of school leaders.

One policy in the early stages is the development of a professionalization agenda, still in the planning phase. Another policy is that scientific research has to lay the foundations for a definition of 'good school leadership'. On that competences and profiles will be developed. Another policy is to start a virtual academy that will provide training. Creating a register of school leaders is hard to achieve.

SLOVAKIA
Primary and secondary education

Description of the selection of school leaders
The selection of school leaders in the regional education (pre-primary schools, primary schools and high schools) is decided by the founder of the school. The advertisement must be made public and accessible for every interested person. The requirements of candidates are given by law. The selection is made by the school council. This council is composed of pedagogical and non pedagogical employees, parents and the representatives of the founder; the school council has 13 members. The best candidate is appointed by the founder and the new school leader (director) is employed by the school.

During the selection process, candidates for school leadership answer questions from members of the school council and have to present their conception of the development of the school in the forthcoming working period of 5 years in their position of school leader. All candidates receive within 15 days the result of the selection process and within 60 days the founder will appoint the new school leader. If there are no good candidates who present themselves, the process of public advertising the vacancy starts again.

In Slovakia there are three types of

stakeholders: a) the organisation of local self-government, b) private stakeholders and c) church stakeholders. The state gives to each of them the same financial conditions to finance the schools and employees of the school, therefore all of them have to respect the conditions of the selection process, which are established by law.

Only teachers who have all vocational and pedagogical experiences for the particular type of the school are possible candidates for the position of school leader. They need pedagogical experience for 5 years. The school leader has to teach at least 6 hours a week. In the past, this obligatory teaching task was under discussion, but teachers did not want changes nor to see the school leader only as a manager, as they were afraid of non-professional changes in the education process. After 5 years of school leadership the school leader gets back to the status of teacher.

Main challenges
In the near future the EFEE member of Slovakia does not expect any changes, as it seems that this system of selection is widely accepted.

SPAIN
Primary and secondary education

Description of the selection of school leaders
Articles 133 and 135 of the Spanish Organic Law on Education of 2006 state how the school leader is selected:

Article 133. Selection of the school leader
1 The selection of the school leader will be made through a process which involves the participation of the education community and the Education Authority.
2 This process must give rise to the selection of the most appropriate candidates in professional terms and those who obtain the most support from the education community.
3 The selection and appointment of public school leaders will be carried out through competition for posts among the teachers with public service status who teach one of the official subjects or areas.
4 The selection will take place according to the principles of equality, transparency, merit and ability.

Article 135. Selection procedures
1 For the selection of public school lead-

ers, the Education Administrations will hold a public competition and will establish the criteria, objectives and procedures for evaluating the merits of the candidates and the projects presented.

2 The selection will take place in the school by a Committee formed by representatives of the Education Authority and the corresponding school.

3 It is the Education Administration's responsibility to determine the total number of committee members. At least a third of the committee members will be teachers chosen by the Teachers' Council and another third will be chosen by and from the members of the School Council who are not teachers.

4 The selection of the head, which will take into account the objective evaluation of his or her academic and professional merits accredited by candidates and the assessment of the management project, will be decided democratically by the Committee members, according to the criteria laid down by the Education Administrations.

5 Applications from teachers in the school will have preference. In the absence of applicants from the school or when these have not been selected, the Committee will consider applications from teachers from other schools.

The selection takes place in the school by a Committee formed by representatives of the Education Authority and the corresponding school. It is the Education Administration's responsibility to determine the total number of committee members. At least a third of the committee members will be teachers chosen by the school Teachers' Council and another third will be chosen by and from the members of the School Council who are not teachers.

The selection of the school leader, which will take into account the objective evaluation of his or her academic and professional merits accredited by candidates and the assessment of the management project, will be decided democratically by the Committee members, according to the criteria laid down by the Education Administrations.

Main challenges
The main challenge with respect to the selection of school leaders is that the selection procedure does not guarantee the leadership of the school leader, despite it being considered as a necessary quality in order to manage a school efficiently. It should be possible to select persons showing both authority and pedagogic leadership, but this is not that easy to achieve.

A challenge that is likely to be resolved in the near future is greater autonomy at school level.

In Spain, there is a national Organic Law on Education (LOE) applying to the whole country. However, each Autonomous Community has its own Laws on Education, and deals with this issue in different ways. For instance, the Law on Education of Catalonia grants full powers to the school leaders even for hiring and disciplining teachers and is fully independent for implementing a project at school.

A challenge likely to remain unresolved is that there is great opposition to the school leader having so much authority and freedom to implement his or her project. Many teachers and unions are against it.

B THE TRAINING OF SCHOOL LEADERS

BELGIUM, Francophone community
Primary and secondary education

In Belgium there is a compulsory initial training which is part of the recruitment procedure The continuing professional development should be designed through the regular evaluation of the mission letter by the school head and the governing body.

The initial training is organised in two sections: 60 hours common to all schools in the French community, aimed at imparting the interpersonal skills and part of the administrative, equipment-related and financial skills, as well as the teaching and educational skills common to all schools.

Within the Catholic network of schools 60 hours are organised on the aspects of the administrative, equipment-related and financial skills as well as teaching and educational skills which are specific for the schools of the Catholic network according to the principles of freedom of educational methods. Each training module ends with a test for which a pass certificate is awarded.

Within the public schools network 30 hours of training are organised on the aspects of the administrative and pedagogical skills by the Francophone community of Belgium.

With respect to the continuing professional development of school leaders the Catholic network and the public schools network provides training for school leaders according to a regular evaluation of needs both through evaluation of mission letters, special questionnaires and through regular meetings of governing bodies' representatives in the network.

BULGARIA
Primary and secondary education

The school leader is required to have a master's degree. The candidates for school leader can be trained in the National institute for education and qualification in education. One part from the candidates shall be trained directly in practice, with them being assistant school leader in various schools earlier.

The initial training of school leaders shall be conducted within the higher education system. The persons acquire diplomas for completed higher education bachelors or master's degree with an awarded professional qualification degree 'teacher'.

The continuing professional development of school leaders consists of organisation of thematic courses, seminars, training, education in master's programmes, postgraduate degrees, short-term school management qualifications, Courses resolving conflicts, prejudice philosophy, team work and cooperation between teachers, monitoring and accountability in the schools etc. The system for continuing professional development of school leaders includes a system for awarding professional qualification degrees and a qualification system. Professional qualification degrees are awarded in the specialized main structural units of the universities 'Departments for Information and In-Service Training of Teachers'. After the training and the state examination, the award of a professional qualification degree follows.

The main challenges with respect to the initial training and professional development of school leaders are the need of increasing the practical focus in training, more focus on strategic and financial planning, Techniques that facilitate the communication with the community for implementation of the vision and the goals together with the key stakeholders;

Simultaneously with the implementation of managerial activities, the school leaders are also engaged with teaching activities within the framework of certain amount of hours.

CROATIA
Secondary education

The Teacher Training and Education Agency is responsible for the professional development of teachers and school leaders. For school leaders they organise special seminars for those who are in the first year of the first term and another group is for those who are in the second year of the first term. They also organise seminars for regional groups' school leaders who then organise meetings with their regional colleagues. The agency has also done a project with a Dutch school for school management. It was carried out in 10 modules which dealt with the topic how to become both a good school leader and manager. There were 10 school leaders who participated and became trainers of other school leaders. They also developed a brochure on those ten modules for the trainers. The Agency also organises seminars for school leaders belonging to the same school type. Peer learning is also used very often, i.e.

school leaders who present best practice. They try to share their knowledge how to organise the best functioning of their school.

The training of school leaders is divided into modules. The first module is for the school leaders in the first year of the mandate and the second module is for the school leaders in the second year of their mandate. The other 8 modules are concerned with the continuing professional development of school leaders.

The Teacher Training and Education Agency organises seminars for the continuing professional development of school leaders on a regular basis at least twice a year and The Association of the School leaders also organises different seminars on professional development of school leaders.

The main challenges with respect to the initial training and professional development of school leaders are the introduction to the legal framework, the introduction to the overall school life (functioning of the school), and more possibilities for advancement.

A policy that is being prepared to meet the challenges is a policy on the advancement in the professional life of teachers and school leaders.

The other challenges are likely to remain unresolved in the near future, like the introduction to the legal framework and the introduction to the overall school life (functioning of the school).

CYPRUS
Primary and secondary education

There are two types of in-service training offered, namely compulsory and optional programmes. The compulsory programmes address the needs of particular groups of teachers. The Directorates of Primary and Secondary General regulate access to such courses. Compulsory courses are provided for newly-appointed primary and secondary school leaders and newly-appointed secondary deputy school leaders. Optional seminars are open to all teachers, including school leaders, and are usually held in the afternoon, from 15.00 to 18.00, in the Pedagogical Institute's regional centres all over Cyprus.

The purpose of the training, which is compulsory, is the enhancement of school leaders' abilities in leadership and school assessment and its content includes subjects of leadership and management. The training combines both theory and practice and adopts the principles of adult education. The method-

ology used includes discussions, workshops, case studies and problem solving situations and its structure consists of six different sessions taught in 20 meetings once a week with total duration of 100 hours. Basically this type of training could be regarded as an induction programme, since newly promoted school leaders receive the training once they are promoted. However, this has partly changed from the current school year, since newly promoted school leaders attend five sessions before assuming their post in September.

The continuing professional development of school leaders is optional and during their free time they can attend any course they believe it will help them in their daily work. A great number of school leaders hold masters degrees from universities both in Cyprus and abroad on educational management and leadership.

– The main challenges with respect to the initial training and professional development of school leaders are:
– The provision of adequate training of all educational personnel in leadership posts (deputy school leaders, school leaders, and inspectors) is seen as an essential ingredient for improving schools and the education system as a whole.
– School leaders are considered as important change agents for transforming existing school culture and for the transition from the existing to the new system of school structure and functioning.

The Ministry's aim is to provide more autonomy to school units, to be flexible in facing contemporary realities and more responsive to the local needs.

With the policies described below the Ministry of Education and Culture is hoping to resolve the challenges related to the initial training and professional development of school leaders.

In order to meet the challenges the proposed new scheme for school and teacher evaluation provides for the establishment of a School Leadership Academy, as part of the Pedagogical Institute. The successful completion of the relevant courses of the Academy will be a prerequisite for candidacy for a promotion within the education system. The Academy is expected to operate in cooperation with universities and other relevant organisations in Cyprus and abroad and school leaders will be trained both theoretically and practically in order to assume their specific duties.

Since the Cyprus Educational System is

until now highly centralised, at the moment the educational system is moving towards decentralisation, and that change needs to be planned carefully and small steps need to be taken, so the system has to adapt smoothly and the personnel needs to be adequately trained to face these challenges in an effective and efficient way.

DENMARK
Primary education

When a teacher gets a job as a school leader the local government offers the teacher a whole leadership education. In 2007 the government, KL and the trade unions decided that all school leaders should be offered a leadership education that equal 60 ECTS point. The education is a combination of theory and practice. In the programme there are 5 sessions with a personal coach, a mentor with whom the teacher can meet every time it's necessary and one module is on leadership education (5 ECTS point). Next to this programme the government and Local Government Denmark (KL) have together offered 200 teachers a leader training programme.

The main challenges with respect to the initial training and professional development of school leaders is that there are not enough teachers that want to be a school leader. Second the school leader should consider himself more as a leader than as a teacher, and be good at both management and leadership.

The training programme for the 200 teachers is a good beginning to have more teachers who want to be school leaders. Most leaders today consider themselves more as leaders than before. But we could still do it better.

ENGLAND AND WALES
Primary and secondary education

The training of school leaders differs between England and Wales.

In England every school leader has to hold the National Professional Qualification in Headship (NPQH), although school leaders in England do not have to be qualified teachers (although almost all of them are).

In Wales, school leaders have to be qualified teachers but do not need to hold the NPQH.

Once a school leader has been appointed to their first school leadership post, they will undertake continuing professional development (CPD) to ensure their educational and management practice is kept up-to-date and developed.

With respect to the continuing professional development of school leaders there is no national standardised approach

The main challenge with respect to the initial training and professional development of school leaders is, that with the move to schools becoming more autonomous (including through the Academies programme), there is a need for them to become better 'people managers'. This does not receive sufficient emphasis within the National College's programme or within the NPQH. It is unlikely that these challenges will be resolved in the near future, although the government is aware that a number of stakeholders think the NPQH has to be strengthened in this people management/HR area. The government is aware of where the current training arrangements are deficient.

FINLAND
Primary and secondary education

In Finland, the law requires that all principals have a certificate in educational administration. The scope of the certificate is 15 ECTS credits. Finland has recently launched a long-term national development programme (OSAAVA) geared towards improving education personnel's professional competence.

Main challenge in relation to initial training is that the statutory certificate in educational administration is not adequate. Principals do not receive the training they need for their demanding job. Yet, the certificate cannot be expanded because that would affect the number of applicants.

The main challenge for the continuing professional development of principals is that the duties of principals include large areas which differ from one municipality and education provider to the next. It is thus important to create a competence development programme where everyone could choose modules according to their own needs.

The national development programme OSAAVA is seen as the best solution for the development of professional competence and will resolve some of the challenges.

IRELAND
Second Level Education

Other than being registered teachers and having at least five (5) years teaching experience, applicants for school leadership or deputy school leadership are not required to hold qualifications relevant to the leadership of schools. A qualification in school management would clearly be an advantage in applying for a school leadership or deputy school leadership.

Universities offer post graduate programmes in school management but these are often not sufficiently rooted in school-based practice. The Leadership Development for Schools service (a Department of Education and Skills service) offers Tóraíocht (a post Graduate Diploma in Education with a progression option to a Masters Degree), in conjunction with the National University of Ireland (Maynooth) to support the preparation for future senior leadership positions. The course is available to teachers at primary or post-primary level with a minimum of four years teaching experience. The course is well subscribed and is offered at a number of central locations around the country. 60% of the participants are from post primary schools and most participants are between 35 and 45 years of age. Graduates of this course have been very successful in obtaining school leaderships and/or deputy school leadership posts. The completion of this programme requires all participants to complete a school-based action programme that involves collaboration with a number of other teaching colleagues.

The Leadership Development for Schools service also offers a number of other programmes for those already employed as school leaders and deputy school leaders.
– Misneach: A programme for recently appointed school leaders/ Acting school leaders.
– Forbairt – a programme for experienced school leaders and Deputy school Leaders working together in school teams.
– Tánaiste – a programme for recently appointed/acting deputy school leaders.
Middle Leadership – A pilot programme for Middle Leadership Teams
These programmes, which are delivered through a mix of face-to-face and on-line learning, include modules on leading learning, leading people, leading the organisation and personal development

The school management bodies or VECs provide relatively short courses (3 to 5 days duration) to enable new school leaders and deputy school leaders to settle in to their new posts. These courses usually revolve around core survival matters such as: finance, policy development, employment matters and child protection. The Department of Education, through its Professional Development Service for Teachers (PDST) offers a variety of one or two day in-service courses aimed at providing school leaders with knowledge, skills and competences relevant to their leadership roles, particularly in relation to school development planning. Also the National Association for Principals and Deputy Principals (NAPD) offers seminars and other continuous professional development opportunities to their members. They are also currently exploring, with two third level providers, the possibility offering a Masters and a PhD programme that would allow serving school leaders to undertake post graduate studies relevant to the management/ leadership of schools.

Even the Trustee Bodies (there are a number of such bodies for voluntary secondary schools) offer a range of professional development opportunities to their school leaders and deputy school leaders.

Challenges are that many appointees to school leaderships and deputy school leaderships only receive training for these posts after their appointment. And the fact that there are many providers of professional development opportunities to school leaders and deputy school leaders probably results in a duplication and fragmentation of provision.

Other challenges with regard to the initial training and professional development of school leaders are:
– There is no specification of the competences that effective school leaders should possess.
– There are no specific qualifications (competences) in school management required of applicants for leadership posts.
– The need to devise and deliver training programmes that incorporate an appropriate mix of the theoretical and the practical – programmes that provide participants with the knowledge, skills and competences to lead schools effectively without impinging unreasonably on their private life.
– There is no data base on the number of leadership positions advertised, the qualifications/ competences of the applicants for these posts, etc. Such a database could inform the development of appropriate programmes to develop and support school leaders.

The implementation of the Teaching Council's recent policy on 'The Continuum of Teacher Education' will, over time, standardise, improve and integrate initial teacher education, teacher induction, teacher probation and teacher continuous professional development.

Also, in the near future applicants for leadership posts in schools are likely to be required to have appropriate qualifications in school management/leadership.

One challenge that will be unresolved is that continuous professional development programmes are likely to remain fragmented.

ITALY
Primary and secondary education

Before the first appointment as a school leader there is a theoretical and a practical part of training, afterwards during the mandate there is a regular and constant training.

The initial training is both theoretical and practical for the time period of three to four months.

The continuing professional development is based on refresher courses
The main challenge with respect to the initial training and professional development of school leaders is to provide the school leaders with the appropriate skills and to invest more in financial resources in training. In the near future the practical part of the training should be increased. The policy to meet the challenges consists of giving future school leaders the opportunity to work with acting school leaders to acquire the necessary competences

A challenge that will likely to remain unresolved is the fact of a lack of financial resources for the training.

LATVIA
Primary and secondary education

School management can take part in higher education programmes. School leaders with higher pedagogical education have to learn in teachers' professional development programmes on a regular basis. The school management programme of higher education is at least 4 years. The professional development programmes for school management consist of 36 hours in 3 years.

MALTA
Primary and secondary education

Pre-promotion:
The Post Graduate Diploma in Education Administration and Management (PG DEAM); it is envisaged that as from October 2011, this will be replaced by a Post Graduate Diploma in Educational Leadership. The PG DEAM consisted of a two-year part-time taught programme, assessed by assignments, examinations and final thesis covering administrative and theoretical aspects of school management and administration. The M.Ed (Educational Leadership) offered for some time by the University of Malta was run on a similar programme of studies;
–   Some prospective Heads of School would still opt to read a Masters in Educational Leadership or a similar qaulification (including by distance learning) offered by foreign Universities.

Post-promotion:
–   An induction course in the first year (circa 36 hours). Newly appointed Heads are asked to attend a 6-day in-service induction course organised by the Directorates of Education in their first year of service. It is planned that a further induction course will start to be offered in the second year of service;
–   Various continuous professional development meetings and seminars. School Leaders are invited to attend various continuous professional development meetings and seminars that in most cases focus on new College/ National initiatives that take place from time to time;
–   Council of Heads (CoH) meetings and guest speakers invited for such meetings. CoH meetings offer informal leadership training through the sharing of good practices and other networking initiatives;
–   External Professional Development Programmes available either through self, local or EU funding. The Education Directorates promote attendance at events organised by other entities such as the Malta Society for Educational Administration and Management (MSEAM) which is affiliated with the Commonwealth Council for Educational Administration and Management (CCEAM) as well as grant paid study leave to Heads of School who are awarded EU funded in-service training grants.

The main challenges with respect to the initial training and professional development of school leaders:
– Aspiring school leaders need to either finance their own professional development or to bid for a scholarship;
– Professional development programmes take up substantial time from individuals' personal time as these are either run on a part –time or distance learning basis;
– The discontinuation for a number of years of the Post Graduate Diploma in Educational Management;
– Balancing family, work and professional development needs constitutes a challenge.

Challenges likely to be resolved in the near future:
– A number of scholarships are being awarded to eligible candidates to finance or part finance their studies;
– The re-introduction of a Post Graduate Diploma in Educational Leadership by the University of Malta in October 2011.

THE NETHERLANDS

Primary education
Most of the school leaders are in the possession of a teacher's diploma and have followed school leader training, aimed at acquiring the basic competences for school leaders
At this moment there are no legal requirements concerning professional development; professional development is a component of the HRM- policy of the school governing boards. There are, however, some projects on leadership. Participation in these projects is voluntary and on the basis of (partial) subsidy. There is also a register; participation in this is also voluntary. The number of participants under school leaders for this register is low.

The quality of education for professional development is not to the satisfaction of many governing boards. Quality must therefore improve. Education needs to be more demand-oriented instead of supply-driven.

Challenges that are likely to be resolved in the near future are the quality of school leaders, particularly in the field of HRM implementation and in the area of leadership the quality should be improved. A policy is to develop competence requirements and there will be a compulsory register, it is however very questionable if this will match with the wishes of the governing boards. The `task' to make a

register will be done by the occupational group themselves and the involvement of governing boards (the employers) is minimal.

Secondary education
The training of school leaders is ad hoc, on demand, not based on a law or national requirements. The initial training of school leaders none exists, only on demand. There are several organisations that provide all sorts of training. Some schools have leadership development pools for 'potential' school leaders.

The main challenge with respect to the initial training and professional development of school leader is that school leaders are used to making their own choices when it comes to training and development. More formalizing and streamlining could lead to resistance. Training should be more in line with the occupational profile of the school leader.

Demand and supply have to be more attuned to one another and where necessary adjusted or completed. There is a need to more insight in the quality of the training.

One policy is the early stages of developing a professionalization agenda, still in the planning phase. Another policy is that scientific research has to lay the foundations for a definition of 'good school leadership'. On that competences and profiles will be developed. Another policy is to start a virtual academy that will provide training.

One challenge that is likely to remain unresolved is making certain training obligatory.

SLOVAKIA
Primary and secondary education

The training of the school leaders is legislated by law.

The school leader needs to pass successfully exams of in his/her status of school leaders. These exams must take within two years from the start of his/her new position of school leader of the school. They focus on the directions in the education field (law, announcements, guidelines), which organise the education process. If the school leader does not pass the exams, the founder repeals school leadership and the school leader goes back to the status of teacher.

After successfully completing the vocational exams, the school leader takes part as other teachers in continuous education. With this training they will earn 30 or 60 credits, which help them to increase their salary about 6 or 12 %.

In Slovakia, there are current discussions on changes in continuous education. Until now the aim of many is to gather the credits with the only reason to have a salary. But professional changes have to raise the quality of continuous education.

This issue is currently topic of a tough hard social dialogue between all stakeholders; teachers, trade unions, Ministry of Education and Employers.

The government is however stopping the discussion as they do not want to salary increase the salaries of the pedagogical employees and are in search for possibilities to limit it by law (in the field of lifelong learning for teachers and special employees).

SPAIN
Primary and secondary education

Selected candidates must pass a programme of initial training, organised by the Education Administrations. Only selected candidates with at least two years accredited experience as school leader will be exempted from the initial training programme.

The appointment of school leader may be extended for a term of equal duration, following a positive evaluation of the school leader's work at the end of the period. The evaluation criteria and procedures will be public. The Education Administrations may set a maximum period for the renewal of terms of office. As regards training, it is the same as the required qualification for entering primary or secondary education teacher workforce. That means holding a qualification and passing the competition exam for the concerned workforce.

To participate in the competition for the post of school leader, candidates must fulfil the following requirements:
– They have had public service teacher status for at least five years.
– They have had at least five years direct teaching experience with public service status, in one of the areas of education offered by the school to which they are applying.
– They have been working in a public school, in one of the subject areas offered by the school to which they are applying, for at least one whole school year after the public announcement of the post, in the area controlled by the Education Authority.
– They present a management project which includes, among other things, objectives, plan of action and project evaluation.

The continuing professional development of school leaders is as follows. Each year the Directorate General for Vocational Education and Training runs seminars and summer courses for leadership, lasting the whole school year. There are also courses run by Teacher Training Schools on an ad hoc basis, addressed to management teams or school leaders.

For several years now, the Ministry of Education also holds School Heads' Conferences in several Spanish cities.

The main challenge with respect to the initial training and professional development of school leaders is to increase initial and in-service training for getting school leaders a career. As we have mentioned before, we want leaders acting as such, as an authority and a pedagogic leader.

A challenge that will be likely to remain unresolved is that given Spain's education structure, where autonomous communities have been transferred competences on education, it is hard for the national administration to legislate on an equal basis. They can only pass a basic law and then each autonomous community develops it; thus some communities have made great progress whereas others have not.

C PERFORMANCE OF THE MANAGEMENT OF SCHOOLS (INCL. GOVERNANCE)

So that he responding EFEE members could start from the same definition of governance, we used the following definition in the questionnaire: 'The exercise of non-executive oversight of the senior management of the school, for instance through a School Board or Governing Body to whom the school's school leader is primarily accountable'.

BELGIUM, Francophone community
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

The Governing body is responsible for accountability. But for now accountability is based on administrative details rather than on school results. Governing bodies have to check compliance with administrative rules or procedures, for example in the use of subsidies or the size of classes.

The Schools Inspectorate is also responsible for checking that schools are implementing the curriculum which was approved by the authorities, the subjects taught and the level of studies but cannot cover the teaching methods.

Governing bodies give a mandate to the school head according to the mission letter which is now part of the compulsory procedure for hiring a school head.

There is an evaluation of the implementation of the mission letter at least every 5 years. This evaluation may lead to suggestions of further training or to a rewriting of the mission letter.

Main challenges

At the level of the educational system, there is a challenge with respect to the governance of schools concerning the place of the Minister who is regulator for all schools and, at the same time, an organising body for some schools. This means that there is an imbalance in the relationship between schools and the regulator.

At local level, the implementation of the evaluation of mission letters is a challenge.

The main internal challenges concern the renewal of members of the governing bodies with a special focus on recruiting volunteers with the needed professionalised skills.

The main challenge with respect to accountability of schools is to change from an administrative, bureaucratic accountability which gives less autonomy to schools (because of more and more restrictive rules on the use of grants and human resources) to a system based on more autonomy of organisation for schools but accountability for pupils' results and the quality of education.

One challenge likely to be resolved in the near future is the political declaration of the actual government who says that the role of the Minister should concentrate on the regulation of the whole system and, therefore, the governing body for public French Community schools should be reorganised.

The change to a less bureaucratic governance because there is a political trend for strengthening the constraints on the internal organisation of schools (i.e.; class size, teachers' status...) rather than giving more autonomy to schools' balanced with more responsibilities (accountability) on school results is a challenge which is likely to remain unresolved in the near future.

BULGARIA
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

The spending of budget funds in legal and appropriate way.

Main challenges

Main challenges with respect to the governance of schools are:
– The requirements of the changing public attitudes;
– Decentralization – it strengthens the competition between schools;
– Demographic changes – important for the restructuring of the school;
– Migration movements;
– The role of the local authorities is increasing.

Main challenges with respect to accountability of schools:
– Changes within the different levels of the organisation – school governance;
– Financial decentralisation – prerequisite for the functioning of autonomous schools;

– The role of programme financing as an opportunity for support of municipal educational policies.

Main challenges with respect to managing and accounting for the performance of school leaders:
– Results-oriented training;
– Planning and implementation of school policies, monitoring and school and kindergarten evaluation, organisational development of schools and kindergartens, based on self-evaluation;
– A relation between inspection and self-evaluation;
– Inclusion of all stakeholders in the processes of inspection and self-evaluation;
– Promoting the exchange of good practice between schools.

Challenges that are likely to be resolved in the near future are:
– The spending of the budget in a legal and appropriate way as a result of the School Public Council's attestation of school leaders in every 4 years;
– Introduction of standards for organisational development and quality management and for inspection.
– A policy being prepared to meet the challenges is the adoption of a new Preschool and School Education Act with its main principles: subsidiarity, school autonomy, internal school self-evaluation.

CROATIA
Secondary education

Description of the relationship between governance, leadership and public accountability of schools
In the Act for primary and secondary education it is clearly defined who manages and how to manage the school. The school leader needs to obey all the acts that have been passed by the ministry as well as the acts on managing institutions in general and the labour act. That person is also the professional leader of the school and knows how the school functions concerning the pedagogical aspect. The school work is public and there are clear rules what needs to be done in what way, e.g. enrolment of students, internal and external evaluation, issuing public documents, certificates, etc.

Main Challenges
The main challenge with respect to the governance of schools will be the internal or self evaluation.
The main challenges with respect to managing and accounting for the performance of school leaders will be: the evaluation of the work of the school leaders, listing the competences that a good school leader should have and clearly defining the way of choosing the best school leader (connected with the above mentioned list).
A challenge that will be resolved in the near future is the evaluation of the work of the school leaders. The National centre for external evaluation of education is preparing new ways of external school evaluation including the managing and leading of a school. After that has been well prepared and tested the ministry will introduce it as obligatory for all schools and school leaders.
Challenges that will remain unresolved in the near future: listing the competences that a good school leader should have and clearly defining the way of choosing the best school leader.

CYPRUS
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools
The Cyprus Educational System, in its present form, is the outcome of the developments that established the Republic of Cyprus. The aim of the legal framework, the structure, the curriculum, the staffing and the practices is to raise the quality of education. Educational administration is highly centralised. The highest authority of the Ministry of Education and Culture is the Minister followed by the Permanent Secretary. The Ministry is responsible for the administration of education, the enforcement of educational laws, the preparation of educational bills, the prescription of syllabi, curricula and textbooks, the regulation and supervision of educational institutions and the construction of school buildings. The maintenance and equipment of schools is a shared responsibility with the local School Boards, which are bodies elected from the communities where schools operate. As a result, public education is financed by the Government.

Main challenges

The main challenge with respect to the governance of schools is to move towards decentralisation and grant more autonomy to the school unit to be able to take decisions that take into account the specific needs of the pupil population and provide quality education for all.

With respect to accountability of schools the way the Cyprus Educational System is structured does not encourage accountability to a desirable extent. The whole system is not evaluated on a regular basis in a particular way. One form of accountability which the system might be accountable for its results is the leaving examinations in secondary education and the entrance examinations for universities.

With regards to the performance of school leaders they are evaluated by a team of inspectors. School leaders are given notice of when the evaluation will take place and are not usually observed in the classroom. The results of this evaluation have no impact on salaries at any level, but are taken into consideration when assessing applications for posts on promotion. However, with the current evaluation system nearly all school leaders are evaluated with the same grade.

With the current educational reform which is ongoing the Ministry of Education and Culture is hoping that with the proposed changes the challenges described above will be resolved.

With the introduction of new curricula, a new timetable and a new evaluation scheme for teachers it is expected that schools will have more autonomy and will be more accountable for their work. With the establishment of the Centre for Educational Research and Evaluation it is expected that ongoing and longitudinal evaluations of the whole education system will be carried out.

DENMARK
Primary education

Description of the relationship between governance, leadership and public accountability of schools

In Denmark the Folkeskole (school for children between 6-15 years old) is centrally regulated by the Act on the Folkeskole. It means that all municipal schools have common aims, common targets and common intermediate targets (curriculum). It is the responsibility of the individual municipality to decide how the schools of the municipality are to function in practice within the framework of the Act – that is how to meet the targets. The Folkeskole is funded by the municipality, i.e. the municipalities are the school owners. All concrete decisions according to the individual school are taken by the municipality. Every school has a school board. The school board has to conduct its activities within the targets and the frameworks lay down by the municipal council and supervise the activities of the school. The school board lays down the principles for the activities of the school, and the cooperation between school and home and the information of the parents about the pupil's benefit of the teaching. The school leader performs the secretariat functions of the board.

Main challenges

The main challenge with respect to the governance of schools:

The Folkeskole in Denmark has always been of great political and public interest, which is a very positive thing. But the downside of this is that the Folkeskole very often becomes a political 'football', which makes the school leaders and teachers uncertain of the direction of the school. The Danish Parliament takes the decisions of the overall aims. The Minister of Education sets the targets for each subject, and the municipality and the schools decide how to reach the targets. That means that there are many goals and targets to reach and there are many regulations to follow for the municipalities and the schools. It is not always easy to see which way to go.

The main challenge with respect to accountability of schools:

The Danish schools have not a long tradition for external evaluation of the results of the school. An OECD Review showed in 2004 that the most important thing in order to raise the quality of the schools was to create a stronger evaluation culture. Since then the Parliament has decided a compulsory quality report in each municipality, national test in nearly all subjects, compulsory student plans and compulsory examinations at the end of school. It is a challenge for each municipality and school leader to create a meaningful spirit by all teachers to act positively within all these regulations, which quite a lot define as too much central bureaucracy and control.

What are the main challenges with respect to managing and accounting for the performance of school leaders?

KL wants to strengthen the school leaders in order to deliver better results for every student. It is a great challenge for all school leaders to get insight in the teaching in every classroom, to follow the progress of the students and to document the results. The municipal administration sets targets for the school leaders, some make action plans and some make contracts with the school leaders. Many schools will need new leaders in a few years time because of the average age of today's leaders. As mentioned above the municipalities work hard to prepare teachers with leader skills and interests, so they can be ready to apply for the coming leader positions.

A challenge likely to be resolved in the near future:

There is running a lively debate about the Folkeskole. The government has proposed a school reform and so has the opposition and KL. The three parties agree of quite a lot of things, but the degree of freedom to the municipalities, what are the most important things to learn and the amount of national tests are the subject of lively debate. There are very few expectations that there will be agreement on anything before the coming election in autumn 2011.

ENGLAND AND WALES
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

The governance arrangements in schools are under the control of the governing body. One of the concerns is that this leads to a very school-centred approach which has a limited 'accountability' beyond the school. The local authority has a reducing function in terms of accountability, particularly in view of the movement towards more and more school becoming Academies.

At the moment there is a kind of triangular relationship at local level between the head teacher (the managing director), the governing body (the non-executive supervisory board) and the local authority (providing the money for the school budget and advice for the governors in cases of difficulty with the governing body). And in the background are the national inspectorate (OFSTED) and the national ministry of education, with responsibility respectively for quality assurance and policy formulation and resource allocation between local authorities.

Under the Academy arrangements there is more need for a balanced relationship between the governing body and the head teacher. The governing body has to find a balance between being the head teacher's supporter and being the head teacher's evaluator/appraiser. This is not always easy. And school leaders in their turn will have to shift their role from being senior teachers to managers of complex organisations. It will be less easy for them to blame the local authority if things go wrong.

Under either system, the key relationship is often that between the Head and the Chair of Governors. A lot depends on personal chemistry and compatibility of temperaments and outlook.

Main Challenges
The main challenge in terms of school governance is that all governors are unpaid volunteers and in many schools they will have insufficient expertise individually or collectively to provide the required checks and balances.
The main challenge with respect to accountability of schools is the fragmentation of the system.

The main challenges with respect to managing and accounting for the performance of school leaders is the lack of professional expertise on the part of governors which makes it difficult for governing bodies to make informed judgements about whether the school leader's targets have been met.

A challenge that will be resolved in the near future is the policy the government is proposing to ask the National College to provide better training for chairs of governing bodies, which may resolve some of these issues in the near future.

There will be always concern that governing bodies generally have insufficient expertise to hold head teachers effectively to account. This is likely to increase with the lessening influence of local authorities who will increasingly have less of a role in advising governing bodies.

FINLAND
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

In Finland, there are good relations between operational management and political deci-

sion-makers. Principals and school leaders in general also typically have close contact with the central government (Finnish National Board of Education and the Ministry of Education and Culture).

Main Challenges
Main challenge in relation to the governance of schools is that the division of work between operational management and political leadership is not always clear.

Main challenge in relation to the accountability of schools is that Finland has 336 municipalities and about 40 joint authorities for education. Their practices vary greatly.

IRELAND
Second Level Education

Description of the relationship between governance, leadership and public accountability of schools
Voluntary boards of management are ultimately responsible for the governance of all second level schools other than those operated by Vocational Education Committees, which manage one third of all post primary schools. School leaders are responsible to these boards of management for the day-to-day running of the schools.

Section 15 of the Education Act (1998) states that 'It shall be the duty of a board to manage the school on behalf of the patron and for the benefit of the students and their parents and to provide or cause to be provided an appropriate education for each student at the school for which that board has responsibility.

Boards of management include parent, teacher, patron, and community representatives but it is understood that, while members of boards are nominated by different constituencies, they act independent of their constituencies in carrying out their duties on the Board.

Schools operated by Vocational Education Committees also have boards of management but these boards are essentially sub-committees of the Vocational Education Committee and do not have responsibility for either employment or financial matters. Also, when it comes to matters such as school extensions or significant maintenance projects these matters are handled by the Chief Executive Officer or other staff of the VEC. VECs provide a range of supports to the schools they operate

(employment matters, financial matters, staff development, health and safety, etc.). Thus the school leader in VEC schools is released to lead the school's core activities, such as teaching and learning. Indeed, in the case of VEC schools, the school leader is effectively answerable to the Chief Executive of the VEC rather than to the Board of Management.

Main Challenges
Main challenges with respect to the governance of schools are:
–   In non VEC schools, board members can lack the knowledge and skill set to manage their schools effectively. The Irish post primary school is a very complex organisation and, apart from the teachers, most other members of school boards have an information deficit about how schools operate. Consequently, the management of the school is often left to the school leader who is left without real support or direction. Delegating the governance of a school to a volunteer board of management may be laudable in theory but, in practice, some boards, at least, may not be up to the task. Given the extent to which Ireland has a large number of small schools, it can be difficult to attract sufficient numbers of people with the desired skill set to join boards of management.

The main challenges with respect to accountability of school are:
–   Until agreed procedures were put in place to address teacher underperformance and misconduct, school managements could do very little about underperforming teachers or about teacher misconduct, other than in a major crisis. While the process that has been put in place is complex, this situation should improve in the medium to long term with appropriate training for school leaders and board of management chairpersons.
–   There are no clear benchmarks for either teacher or school performance in post primary education. Consequently, it is extremely difficult, if not impossible for school leaders or boards to evaluate teacher/school performance. In the absence of such benchmarks, schools tend to be judged both locally and nationally on the basis of the results their students achieve in the Leaving Certificate (taken at 17 to 18 years of age). These results are not published officially, though

there is pressure to do so.

- The print media publish school league tables annually in the form of admissions to third level colleges, which are based on the Leaving Certificate results that a school's students obtain in the Leaving Certificate. Such league tables can do great injustice to some schools and overstate the performance of other schools, as the Leaving Certificate results for any particular school reflect a variety of influences, including the composition of its student population.
- While the Department of Education's Inspectorate carries out whole school and individual subject inspections and the reports of these inspections are published on the Department's website, the reality is that the inspection report cannot comment adversely on the performance of individual teachers. Individual teachers are not subject to performance appraisal.

The main challenges with respect to managing and accounting for the performance of school leaders are:

- Until agreed procedures were put in place to address teacher and school leader underperformance and misconduct, school boards could do very little about underperforming school leaders or about school leader's misconduct, in the absence of a major crisis.
- The implementation of the new procedures will require appropriate training for boards and especially for their chairpersons.
- There are no national benchmarks for evaluating the performance of school leaders and School leaders are not subject to performance appraisal.

A challenge resolved in the near future will be:

- Post primary schools will soon be subject to unannounced inspections but these inspections will not result in written reports nor will they result in underperforming teachers being identified.
- Which challenges are likely to remain unresolved?
- Other than cases of serious underperformance or misconduct, underperforming teachers or school leaders may carry on unchecked in the current straitened financial climate.

ITALY
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

There is a strong relationship because it is important to evaluate the results of schools and to improve the standards of education.

Main Challenges

The main challenge with respect to the governance of schools is to strengthen its influence.

The main challenge with respect to accountability of schools is the reform of the system of inspectors and supervisors.

The main challenges with respect to managing and accounting for the performance of school leaders is the creation of a system of assessment based on indicators, target, smart and measurable objectives.

The main challenge in the near future is a new type of control, horizontal and inclusive.

Policies of assessment and quality are being prepared to meet the challenges

One unresolved challenge will be the absence of accurate and objective indicators.

MALTA
Primary and secondary education

The relationship between governance, leadership and public accountability of schools

All schools have their respective SMT comprising of a Head of School and a number of Assistant Heads, whilst the College is led by the College Principal. The latter presides the Council of Heads (COH) which is the current governing body at College level. One of the aims of the newly set up Colleges is to bring the 'employer', in the form of the College Principal, closer to schools. The Education Act as amended in 2007 to provide the legal framework for the College system, envisages the setting of a Governing Body superseding the COH, but these have still not been introduced. In the meantime this function of 'governance' is being carried out by the Educational Leadership Council (ELC) which meets on a regular basis to discuss strategy with regards to the implementation of the college networking system. It is chaired by the two Directors General and is attended by the College

Principals as well the Directors of the various Sections falling under DES and DQSE. The role of the College Principals is to act as liaison between the schools and the centre.

Main Challenges

The main challenges with respect to the governance of schools:
– The change towards a more decentralised system is yet at a stage whereby schools struggle between meeting the demands of both the Central authorities and the College;
– Finding a balance between retaining school autonomy while participating fully in the college network has been a learning experience for many colleges but in some cases not without some degree of tension;

The main challenges with respect to accountability of schools:
– Since 2007 all school leaders are directly accountable to the respective College Principal who in turn is accountable to the Directors General. However, since teachers and support staff for services are still recruited and employed centrally, school leaders feel that the issue of accountability is of a rather relative nature.

The main challenges with respect to managing and accounting for the performance of school leaders:
– Difficulty in establishing predetermined criteria for successful performance;
– The discontinuation of the Performance Management Programme for a number of years.

Challenges are likely to be resolved in the near future:
– The envisaged introduction of a PMPDP (Performance Management and Professional Development Programme);
– The adoption of internal evaluations related to the External Audits conducted by the Quality Assurance Department within the Directorate for Quality and Standards in Education aim at addressing some of the above concerns;
– The building of healthy professional relationships in colleges may be leading to the development of a positive balance between school autonomy and college networking.

Policies to meet the challenges:
– Following a national seminar about the college networking reform held in June 2010, Colleges have become more aware of the need to respect the professional role of Heads of School and the professional autonomy of schools. The Directorates of Education are now more aware that while decentralisation towards Colleges has proceeded well in some aspects, other areas are still too much in the dominian of the centre and not without unneccesary bureaucratic ties;
– A number of policies and documents on School Development Planning and School Evaluations being developed are intended to provide guidelines to school leaders with regards to expected performance;
– The newly published (May 2011) National Curriculum Framework (Consultation Document) is proposing greater degree of internal flexibility within nationally acceptable parameters.

THE NETHERLANDS
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools
Primary education
The law on 'good governance' regulates a separation on supervision and governing board. This has also been laid down in the code 'good governance' of the PO-Raad.

Main Challenges
With respect to the governance of schools the main challenge is the separation of supervision and governing board, also in small governing boards. The primary educational sector in the Netherlands is very small-scale, almost 600 school boards only run one school and several other school boards run 2-5 schools. Many school board members are on a voluntary basis.

One challenge likely to be resolved in the near future is that the PO-Raad is intending to develop 'windows for primary education'. This will be a system with a lot of (management) information about the primary educational sector. With this system, accountability of results and benchmarking will be possible.

Description of the relationship between governance, leadership and public accountability of schools
Secondary education

Schools are governed by the school board. The board sets the boundaries; the school leader is responsible for leading the school. The school leader is accountable to the board. The board is accountable to the government (MoE and inspectorate). The board and school are also accountable to the public. In the Netherlands Secondary education a system has been developed by the schools themselves for public accountability on the basis of 20 indicators (www.venstersvoorverantwoording.nl for general info and www.schoolvo.nl for the accountability by a specific school)

Main challenges
Main challenges with respect to the governance of schools:

– Some boards are professional, others are voluntary. There is a difference in their challenges, their training, background, experience, and the time individuals have for the job (when voluntary).
– Sometimes the gap between the board and the school is wide. There is not enough knowledge of what actually happens in the school, or only knowledge of finance.
– The school board will be more and more responsible for educational performance. They are used to be only responsible for finance and buildings. It could be a problem.
– One main challenge with respect to accountability of schools is how to start a dialogue on the basis of the new information now available.
– With respect to managing and accounting for the performance of school leaders one challenge is that the profession of school leader is very versatile; many developments ask a lot of the school leader.
– Another challenge is to know what the quality of education is and being able to lead the school in improving the quality of education. Two solutions are to provide a lot of training and instruments and publications with good examples.
– One policy to meet the challenges:
– The VO Raad (Employers in secondary education in the Netherlands) is thinking of measuring what the current situation is amongst governors and developing an occupational profile for governors.

SLOVAKIA
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

The school leader leads the school according to the responsibilities given by law – no more, no less. She/he is accountable to the school council and stakeholders for management issues and school results, on a half year basis. These management results and school results must be approved by an advisory special council- pedagogical council (the members are all pedagogical and non pedagogical employees of the school).

If approved by the stakeholders and the school council, the state Inspection then decides whether to approve the advice of the school council. If the Inspection decides positively, the school leader continues in his/her position. If the Inspection decides negatively, the school leader will be removed from his position of school leader.

The system in Slovakia has operated for 20 years and the stakeholders find it a good system; therefore changes in this field are foreseen.

SPAIN
Primary and secondary education

Description of the relationship between governance, leadership and public accountability of schools

The school leader represents the school, represent the Education Administrations in the school and inform them of the opinions, aspirations and needs of the Education Community. Moreover, he or she manages and coordinates all the activities of the centre, exercise pedagogic management, promotes innovation and encourages steps to achieve the objectives of the school's education project.

He or she also guarantees the compliance with the laws and other provisions currently in force and exercises the leadership of all the staff working in the school. The school leader also promotes the community spirit of the school, guarantees mediation, and promotes collaboration with families, institutions and with other organisations in order to foster relations with the community at large.

Main Challenges
The main challenges for schools with respect

to the governance of schools are achieving better student's outcomes and preparing them for lifelong learning, not only teaching them how to be good professionals but also good citizens, responsible for their community, responsibly taking part in the life of their city or town.

The main challenges with respect to accountability of schools are improving education quality which would also improve, on the one hand, academic outcomes and on the other, cohabitation, as well as decreasing school truancy.

Spain's challenge with respect to managing and accounting for the performance of school leaders is achieving an organisation and professional flexibility, allowing the schools to adapt to social and cultural changes and current student's characteristics.

In the near future leaders make a reality in the integration of new technologies in the classroom, in a comprehensive way, in daily teaching, so that student's outcomes may be improved.

Policies that are being prepared to meet the challenges are:
The Ministry of Education is working on several projects leading to the incorporation of new technologies as tools for improving outcomes, for instance, the School 2.0 project.

There is also an important tool for schools, both for school leaders and guidance staff: Todofp, the web portal for everyone involved in Vocational Education and Training.

The Ministry also is implementing one of territorial cooperation programmes: COMBAS TCP 2: Consolidating basic competences as a key element in the curriculum, whose objective is to support curricula development of competence education, with the aim of increasing, in the near future, the competence level of Spanish students, fostering the development of their creativity, prevent and decrease school dropout and boost lifelong learning. To this end, a project has been designed in order to create verified knowledge and share it with all the Autonomous Communities, allowing them for develop own initiatives to be implemented in the territory they manage.

Which challenges are likely to remain unresolved? The hardest part is how to change methodology.

D   FINDINGS

Underneath we present a short overview of the most relevant findings with the focus on the main challenges.

The selection of school leaders

The procedures for the selection of schoolteachers vary a great deal between countries. Sometimes the procedure is controlled by centralised bodies or educational ministries, sometimes schools are almost autonomous, also in their procedure for selecting school leaders. In some countries (as the Netherlands) no legal requirements exist for the position of school leader. Others have some legal or common criteria in the country like age and seniority or the candidate had to be deputy school leader or teacher first. In some countries a discussion is going on whether a school leader needs a pedagogical background or only needs managerial qualifications. Some of the countries have a substantial period of probation, like Belgium (francophone community) for two years. Occasionally the candidate school leader has to participate in training in the probation period. But in other countries there are no requirements in relation to training of school leaders.

In the more centralised procedures one of the most remarkable concerns is the absence of any role for key participants like parents or teachers. In the more autonomous procedures the governing body has a lot of influence like drawing the profile of the wanted school leader and more relevant participants at school level are consulted.

One of the most general challenges in a lot of countries is the effort to get enough candidates for the job of school leader in the years ahead. Due to demographic ageing a large proportion of school leaders retire. The average school leader in OECD countries is 51 years old and will retire over the next five to ten years.[11] Some EFEE members conclude that the difference in salary between teachers and school leaders is low when the heavier duty, the regulatory pressure and responsibility of school leaders are taken into account. Relatively few candidates are attracted to the post due to the high stress levels this post entails, a marginal difference in pecuniary compensation when compared to the extensive responsibility, and the wide spectrum of technical and professional expertise, also with

11   Improving School Leadership,
The Toolkit, OECD, 2009

respect to governance, expected of the school leader especially at a time when the whole educational system is being reformed. In some countries there is a debate about increasing the salaries of school leaders.

Another issue is that of administrative support, which is lacking in some countries because of budget difficulties, leading to overload on the school leader.

Regarding the selection of school leaders there is much concern about the quality of school leaders within the limited pool of candidates. In many countries a special programme for the post of (new) school leaders does not exist or not offered for some years. In other countries a compulsory initial training exists as part of – or soon after – the recruitment procedure.

In other countries the major challenge is the absence of legal educational requirements and an occupational profile for school leaders. There is also no register of school leaders.

We see a growing awareness of the need for professionalization of school leaders and the determination of necessary competences. Research has to lay the foundations for a definition of 'good school leadership'. On that basis competences and profiles have to be developed.

Countries are divided on the issue whether school leaders should have a teaching background or not and even within countries we see different opinions between social partners on that matter.

Some countries notice a lack of participation of the school community and/or parents in the selection procedure and are working on the policy of the participation of teachers and parents in the selection of school leaders.

Sometimes a new education act will be developed, for example in Bulgaria, with its main aspects to strengthen the autonomy of educational institutions in regard to the professional development and career of teachers and to the selection of school leaders. With respect to the school leaders there will be an introduction of obligatory qualification of school leaders; introduction of the role of school leader-supervisor; attestation every 4 years; the newly appointed school leaders shall pass through specialized training within the first year; monitoring, support and evaluation of the newly appointed school leader by another school leader-supervisor and attestation of the newly appointed school leader at the end of the first year by a public authority and the school leader-supervisor.

The training of school leaders

As we have seen, in many countries a special programme for the post of (new) school leaders does not exist or is not offered for some years. The training is ad hoc, on demand and not based on national requirements. In other countries a compulsory initial training is based on a national policy and existing as part of – or soon after – the recruitment procedure.

In many countries continuing professional development is provided by several organisations. This probably leads to duplication and fragmentation of provision. Because of the autonomous structures (of schools or communities) in education in some countries it is difficult to centrally arrange initial training and professional development opportunities. On the other hand, local autonomy is preferred because of its flexibility and the responsiveness to local needs.

In some countries school leaders make their own choices in the range of the professional development or professional development is a component of the HRM-policy of the school boards, mainly where schools are relatively autonomous in their policy. One of the challenges is to provide the needed training to all of the personnel in leading positions.

One major concern is the quality of the professional development itself and the development is not always attuned to the needed competences and profile of the school leader. This leads sometimes to the conclusion that the professional development needs to be more demand- driven instead of supply-driven. Some EFEE members identify the need for more practical focus in the training: for example strategic and financial planning, communication and governance.

Other EFEE members point to the role of the school leader as an important change agent in the innovation process of schools and 'people manager' and the need for competences in that direction. In a lot of countries specifications of the competences that effective school leaders or new school leaders should posses do not exist at all. So it is difficult to identify the needed content of training and professional development of school leaders.

One also has to meet the increasing demands of high professional standards and balancing work, personal and family time. Also the lack of financial resources is mentioned.

Another important challenge is to provide school leaders with a career through initial training and professional development. They

have to be good in management and have to be a pedagogic leader at the same time.

Performance of the management of schools (incl. Governance)

One of the main challenges in terms of the governance of schools is the internal or self evaluation of schools and the work of the school leaders. Another point concerns the specification of the competences required of good school leaders and the procedures for selection.

Another challenge that some EFEE members see in terms of school governance is that in many schools board members have insufficient expertise individually or collectively to provide the required checks and balances which makes it difficult for governing bodies to make informed judgements about whether the school leader's targets have been met. They lack the knowledge and skill set to manage their schools effectively. The management of the school is often left to the school leader who is left without real support or direction. It is sometimes difficult to attract sufficient numbers of people with the desired skill sets to join school boards. A policy could be to provide better training for chairs of school boards, which may resolve some of these governance issues in the near future.

In several countries there are no clear benchmarks for either teacher or school performance. Countries have difficulties in establish criteria for successfully performance. That is why it is difficult for school leaders or boards to evaluate teacher or school perform-ance in the absence of such benchmarks. Until agreed procedures are put in place to address teacher underperformance and misconduct, school managements could do very little about underperforming teachers or about teacher misconduct. One of the solutions mentioned in this situation is that one should improve in the medium to long term with an appropriate train-ing for school leaders and chairs of boards.

In some countries schools, in the absence of such benchmarks, tend to be judged on the basis of the results their students achieve in the Leaving Certificate of second-ary schools (taken at 17 to 18 years of age). The print media publish school league tables. Such league tables can do a great injustice to some schools and overstate the performance of other schools, as the Leaving Certificate results for any particular school reflects a vari-ety of influences, including the composition of its student population.

Another concern in some countries is that while the Department of Education's Inspectorate carries out whole school and individual subject inspections, the reality is that the inspection report cannot comment adversely on the performance of individual teachers. Individual teachers are not subject to performance appraisal. There are no national benchmarks for evaluating the performance of a school leader. School leaders are not subject to performance appraisal.

Another challenge for schools with respect to the governance of schools is achieving better student outcomes and prepar-ing them for lifelong learning, not only teaching them how to be good professionals but also good citizens, responsible for their community and taking part in the life of their city or town.

One of the challenges with respect to accountability of schools is improving educa-tion quality which would improve academic outcomes and decrease school truancy.

In some countries the main internal chal-lenge of schools concerns the renewal of members of the organising bodies with a special focus on recruiting members with the needed professionalised skills in the boards.

In several countries a challenge with respect to accountability of schools is to change from an administrative, bureaucratic accountability which is giving less autonomy to schools (because of more and more restric-tive rules on the use of grants and human resources) to a system based on more autonomy of organisation for schools with accountability on pupils' results and on the quality of education. These countries see a challenge in the change to less bureaucratic governance.

Another challenge is that sometimes there are too many players (ministries, municipali-ties, parliament, inspection etc) in the field of education who prescribe many different goals and targets to reach and many regula-tions to follow for the schools. It is not always easy to see which way to go. It is a challenge for each school leader to create a meaningful spirit by all teachers to act positively within all these regulations, which quite a lot of teachers consider to be excessive central bureaucracy and control.

CONFERENCE 'LEADERSHIP AND GOVERNANCE AT SCHOOLS: EUROPEAN APPROACHES'

Agenda
18th–19th of October 2011

Venue
The Shelbourne Dublin,
A Renaissance Hotel,
27 St Stephen's Green, Dublin

DAY 1
Tuesday, 18th of October 2011

18.00   Meeting of the Steering Committee
         of the EFEE
         Leadership Working Group

19.30   Dinner for all participants

DAY 2
Wednesday, 19th of October 2011

08.30   **Registration**

         Chair
Michael Moriarty, General Secretary, Irish
Vocational Education Association

09.00   **Opening of the Leadership &**
         Governance conference
Ruairi Quinn, Minister for Education
and Skills, Ireland

09.30   **Words of welcome**

Michael Moriarty, Irish Vocational Education
Association, hosting partner

Bianka Stege, General Secretary, European
Federation of Education Employers

09.45   **Key Note speech of**
         'The importance of Leadership
         in schools'
Virginia O'Mahony, president, International
Confederation of Principals president of ICP

10.15   Coffee break

10.30   **The EFEE School Leadership &**
         Governance Project presentations
Introduction to the project *by Joseph*
Micallef, Directorate for Educational Services,
Government of Malta

Analysis of the project survey *by Jo Scheeren,*
Centre of Labour Relations in the public sector
(CAOP)

11.30   **Improving School Leadership**
         (study & project of OECD)
Beatriz Pont, OECD, contribution by internet
conference

12.00   **The role of social partners**
         in Leadership
Agnes Roman, European Trade Union
Committee on Education

12.30   Lunch break

13.30   **Exchange of experiences:**
         different approaches to Leadership;
         different cultures: best practices-
         national examples of EU countries

Ireland, Pat O'Mahony, IVEA

Netherlands, Sjoerd Slagter, Secondary
Education Council

Finland, Riikka-Maria Yli-Suomu, Commission
for Local Authority Employers

Malta, by Joseph Micallef, Directorate for
Educational Services

14.30   Coffee break

15.00   **Panel Discussion**
What is good leadership and good govern-
ance in schools? Different countries? Different
structures? Different leaders? Different
styles? How can we improve leadership? Who
is responsible? Who is accountable? Role of
social partners?

Experts are invited to share their opinion and
to provide a 10/15 minute presentation

         Leadership policy and practice
         a disconnect?
Eileen O'Connor, Educational Leadership and
its challenges

         Accountability and policy:
         implications for leadership
Gerry Mac Ruairc, University College Dublin,
Expert European Network on Leadership

16.15   Discussion for amendments to the
final report, guided by chair of Working Group
on Leadership, *Joseph Micallef, Directorate for*
Educational Services, Government of Malta

         Conclusions by Chair and
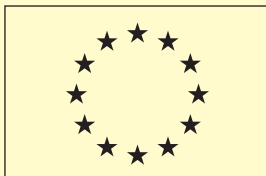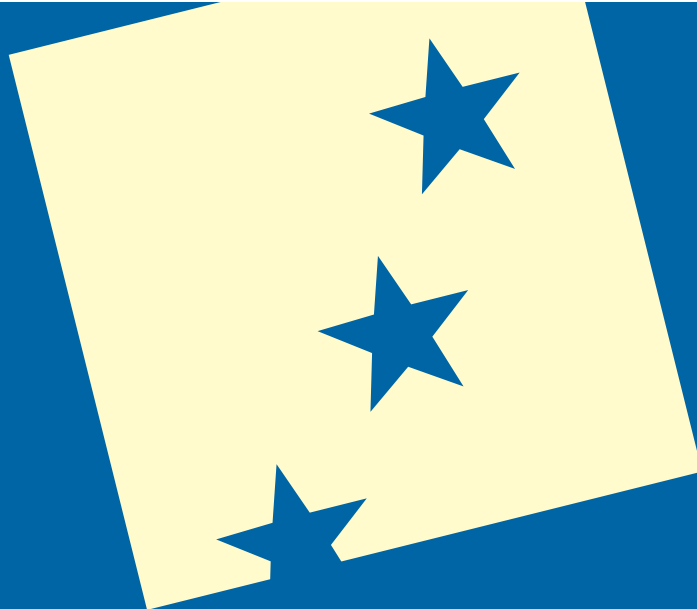   **end of conference**

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EFEE

School Leadership report
April 2012