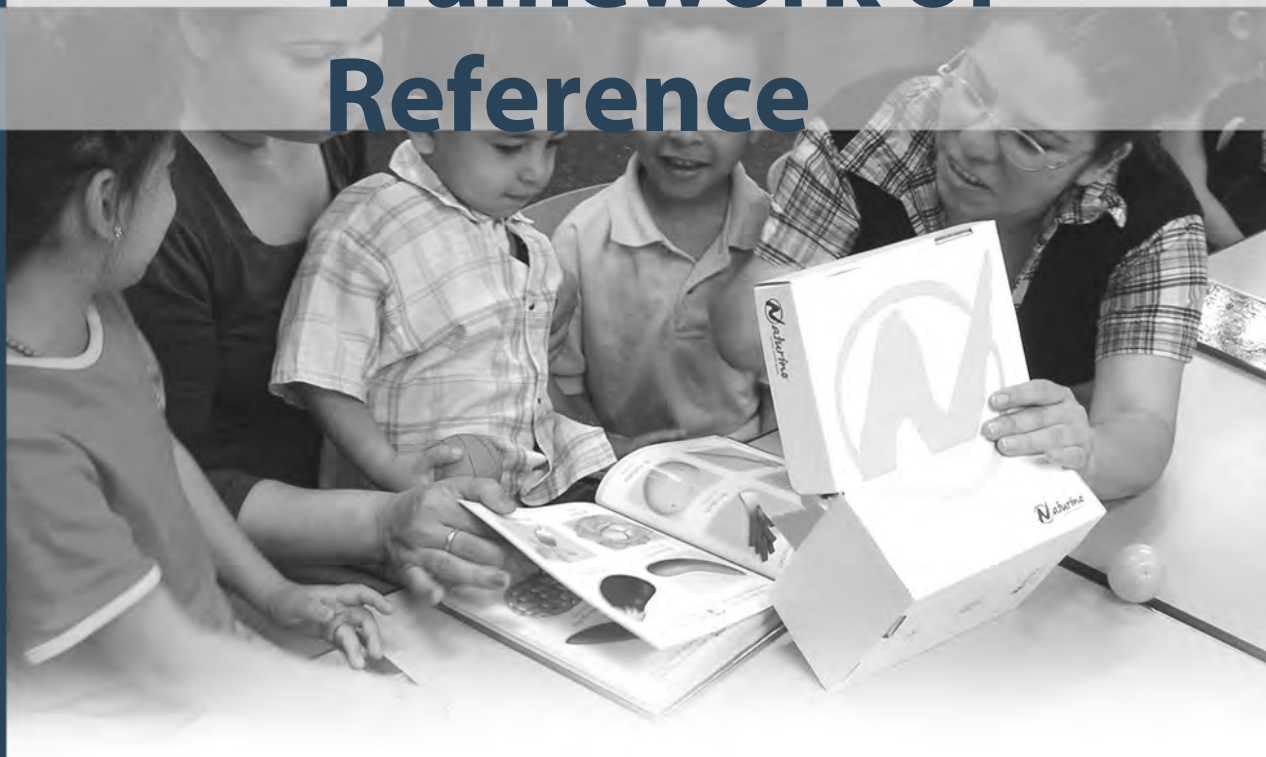
leadership in education

Framework of Reference



The Making of: Leadership in Education

A European Qualification Network for Effective School Leadership

Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung

Education and Culture DG
Lifelong Learning Programme

141730-2008-LLP-DE-COMENIUS-CNW

Imprint

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Education and Culture DG
Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Introduction

"Good school leaders make good schools"

"School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates."

OECD (2008), *Improving School Leadership*, Volume 1, 3.

Context

In numerous European countries the need to reform educational institutions and their structures has become evident. The pressure on policy makers to initiate structural changes and improve the quality of teaching and learning has also increased.

Due to the endeavour to give schools more autonomy, *school leadership* is now on the agenda of education policy makers in many European countries. A variety of factors have led to a high demand for qualification programmes and support strategies for the heads or managers of educational institutions: head teachers are often overworked, underpaid, or not sufficiently trained for their tasks. In many countries there is evidence that these pressures have led to many school leaders suffering from increased physical and mental strain, and to problems due to a lack of the experience to deal with new challenges. New or vacant positions cannot be filled because there are no incentives for potential candidates (status, promotion, financial improvement).

School leadership: an LLP priority

The General Call for Proposals 2008–2010 of the Community's Lifelong Learning Programme reflects the developments described above and lists school management among the five priorities of Comenius Networks:

"School Heads / Principals play a vital role in the management and leadership of schools. As in many organisations where leadership is shared, leadership skills are required from all staff in positions of responsibility.
Under this priority networks should focus on:

- improving the preparation and training of effective school leaders;
- disseminating a better understanding of the role of school leaders."

The Comenius network The Making of: Leadership in Education is a response to this priority.

The Comenius Network
The Making of: Leadership in Education

Partners from thirteen countries formed the core network (DE, AT, DK, ES, HU, IE, IT, NO, PL, RO, TR, SI, EE). They were joined by associated partners from another fifteen European countries. The partnership incorporated teacher training institutions, such as schools of education, in-service training institutes, schools, ministries of education and NGOs.

There is consensus among the partners that efficient structures of communication and decision-making, responsibility and accountability are prerequisites for effective and sustainable leadership. The aim of the network is to systematically collect and organize information on concepts for the qualification of school leaders in all of Europe, on programmes for school leadership and development, and to come up with a framework of reference for school leadership.

In the first project year (2008/9), a compilation of country reports on school leadership, educational policies, governance of schools etc. was put together with concepts and good practice examples in the first edition of the *European Synopsis* (Volume 1). The material has been constantly updated as part of the annual reporting.

The country reports in the *European Synopsis* of school leadership mirror the present state of affairs and the perspective of the teams of authors. Although they are not absolutely complete and have no official status, they give a valuable impression as a compilation of altogether 28 reports, showing tendencies and commonalities, but also problems and deficits. The *European Synopsis* is the basis for the work described in the *Framework of Reference* as well as in the recommendations presented in this volume.

The present volume offers a wide selection and variety of concepts and examples of initial and further training modules for (acting and future) school leaders, taking up issues such as staff development and conflict management, community relations, and the qualification of school leadership teams.

The approach was to structure and systematize the variety of existing training offers in order to identify core elements of school leadership qualification, which the project partners considered important and necessary. Another aspect was to provide a clear arrangement and to enhance the accessibility through a structured catalogue of qualification modules. This was realized by introducing domains and components and then allocating the qualification modules.

The cooperation within the network produced an increase in the shared knowledge of conditions of school leaders and expectations towards them, and it also provided new insights into ways in which schools are being governed all over Europe. This increase in knowledge also led to a greater interest in and better understanding of the theoretical and practical approaches which educational systems use as well as the ways in which these systems are constructed and work.

As a result of both the cooperation process and the collection of information from partners, and on the basis of research in educational leadership, the network was able to distil a number of recommendations to political systems at European, national and regional levels which may induce systemic changes.

Towards a Framework of Reference for School Leadership

Domains – Components – Modules

The development of the *European Synopsis* on school leadership, in which all partners and tandem partners described the current context and situation of school leadership in their country, and the need for materials and resources useful to leadership development across Europe led to the current *Framework of Reference*. There are three key reasons for its development:

1. While the country reports of the *European Synopsis* provide a useful basis for comparison between different European countries, it was quickly clear that common themes exist which unite educational leaders and policy makers across Europe. These themes form a framework that guide educators and policy makers in analysing their own national/regional/local practice in leadership development with a view to looking at strengths and weaknesses in different areas. These areas constitute the domains and components in this framework.
2. It became apparent that these key themes were linked to international research findings on leadership and leadership development. The domains and components help to make that link, in particular through its connection to the work of Leithwood and Riehl (2005)[1], and can thus lead the interested reader to uncover further material from other international contexts.
3. Finally, it was considered necessary to have an organisational principle that could guide the reader in searching for modules and materials of interest and relevance to their own practice.

As a result of these insights, the partners agreed on a structure for the country reports based on school leadership research at the beginning of the project. The structure was further improved while the project was being conducted. It guides readers from the categories in the synopsis to related training modules and includes topics such as "Establishing and negotiating the direction of school development", "The focus on teaching and learning", "Restructuring and re-culturing school organizations", and "Systems leadership and co-operations in networks". Also included are introductions to the national policies and governance of schools in the regions / countries where the modules were developed and are already in practice, as well as sections which focus on recruiting and educating school leaders. The reports present a variety of answers to leadership issues across Europe and thus present a solid background for understanding this *Framework of Reference*.

Core domains

According to Leithwood & Riehl, domains are useful instruments to describe and categorize a comprehensive body of knowledge of school leadership. Therefore all project partners and tandems were asked to contribute to a survey in which they ranked important issues for leadership in their countries. Their feedback was then evaluated and condensed into a set of core domains. The *Framework of Reference* identifies five greater domains which comprise all leadership topics:

(1) political and cultural expectations and their translation into internal meaning and direction
(2) understanding and empowering teachers and other staff
(3) culturing and structuring schools
(4) working with partners and the external environment, and
(5) personal development and growth.

Domains can be seen as broad categories of leadership, which in turn need to be subdivided into individual components of leadership which relate to more specific and detailed requirements. The components are in turn linked to examples of good practice modules from all the partner countries. These modules can serve as exemplars or inspiration, but do not necessarily represent pan-European good practice, as national and regional contexts differ strongly, necessitating specific approaches to leadership and module development. Not all components are represented by an equally large number of modules.

[1] Leithwood & Riehl (2005) defined four leadership functions. The ISSPP merged two categories ('setting direction' and 'managing teaching and learning program'), renamed a domain ('political and cultural expectations and their translation into internal meaning and direction') and added a category ('working with partners and the external environment') (Moos & Johansson, 2009). For the present project, domain 5 was added to emphasize education and training of school leaders.

Leadership Domains

1. Political and cultural expectations and their translation into internal meaning and direction

Schools are built on relations with the outside world. Hence school leaders have a responsibility to convey external expectations to the school and to implement them by adjusting and adapting them to the specific mission of the school, thereby cultivating acceptance.

Leading is the major task of school heads in the sense of 'leading the way …' and 'being at the head of …'. Leadership is an interactive business. Woods (2005, p. 115) phrases it this way: "… the essence of leadership is not the individual social actor but a relationship of almost imperceptible directions, movements and orientations having neither beginning nor end."

While reciprocity is fundamental to such relationships, the defining contribution to an organization is the "emergence of a shared sense of direction along with *perceptible* influence, eventually, on organizational members to move in that direction" (Leithwood & Day, 2007, p. 4). Leadership does not work in a vacuum: There are many legitimate and legal expectations from stakeholders outside and inside schools that create, limit and direct the work. Many of these expectations contradict each other, and many external assumptions and demands as well as structures can seem strange or meaningless to professional cultures. This puts school leaders in a position where they need to interpret, translate and elucidate external demands in order to facilitate sense-making and create a shared sense of direction in their schools.

2. Understanding and empowering teachers and other staff

Teachers, not leaders, are the most important people for assisting and furthering student learning. School leaders should therefore make an effort to provide optimal teaching conditions for staff members and also give teachers themselves the possibility to work towards ideal educational relations with students.

This means that the primary aim should be to design school structures and cultures that support teacher capacity building and learning. School leaders can have general and specific influences here, for example by implementing continuous personal development or providing in-service training opportunities for teachers, by defining the pedagogical vision of the school and developing pedagogical practices, by implementing quality assurance, and also by interacting closely with teachers and teacher teams on a daily basis.

3. Structuring and culturing schools

Given the fact that teaching, learning and leading take place in organizations, it is an important task for school leaders to structure and culture schools. The main responsibility is to adjust structures to the intentions and culture of teaching and learning so that they support instead of hinder the work.

Schools are organizations with clearly defined structures, but if they are to be effective and successful, they must also be communities, held together by a sufficiently shared sense of identity and by sufficiently common norms. Classrooms and schools are social fields, and education and learning take place in these social fields. Loyalty and commitment to the organization are not by any means felt automatically by members of an institution, so building, maintaining and deepening them is a leader's duty and mission. If staff and students are to behave loyally to their organization, leaders should work hard to shape it, so that all members can commit themselves to the ethos of their community.

School leaders thus have structural as well as cultural responsibilities. The structural part of their work comprises planning and managing human and material / financial resources, and it also includes developing ideal procedures of communication and decision-making. Their cultural responsibilities involve the creation of a corporate identity.

4. Working with partners and the external environment

Schools do not only rely on the expectations from the outside world, but they also need to collaborate with institutions, agencies and authorities in order to fulfil their educational tasks.

Schools are highly dependent on their environments, be they political, administrative, community-related, professional or cultural. Therefore it is

very important for school leaders to manage and conduct relations with the outside world. They must be able to understand and interpret signals and expectations from many stakeholders. They must also be able to convince stakeholders that their schools are doing a good job, e.g. by documenting this with league tables or inspection reports, or by leading political negotiations with stakeholders.

School leaders need to acknowledge this dependency on outside stakeholders and build partnerships with parents and policy-makers, as well as social, educational and cultural institutions at many levels: locally, nationally and internationally. School leaders have to be able to develop relations with the community they serve. These relations should be beneficial to both the school and the community.

5. Personal development and growth

Although some school heads may be predisposed to become good leaders, there is a need to raise and educate them, in particular as the expectations towards their work are changing rapidly. They need to be able to develop their leadership skills as well as their personal competences on a continuous basis.

The domains in which development should ensue are outlined above. School leaders and representatives of the educational system need to describe the relevant and appropriate professional and personal competences, and to construct and utilize learning opportunities on a long-term daily basis. Development opportunities can take a variety of forms, such as formal leadership study programmes or more informal networks or teams.

The five domains cover nearly all – or at least the most important – aspects of school leaders' work and functions as generated by partners in the course of the project.

From Leadership Domains to Components

The survey among our partners brought to light the necessity of educating European school leaders. All the partners were asked to find four to six areas within each domain which were considered important to leadership and leadership development in their country / region. These components were supposed to cover the entire range of the domain. At the same time they had to be subdivided to make it easier for users to understand the link between domains, components and modules.

The domains are defined in short descriptions of their content and consist of two to six components, which are also briefly explained. Two examples:

The first domain ("Political and cultural expectations and their translation into internal meaning and direction") consists of the following components: developing leading and managing change, developing strategic planning, translating external expectations into internal meaning, negotiating and communicating meaning, visions and mission statements, and fostering ethical standards.

The component (b) "Creating organizational and communication culture" in Domain 3 ("Culturing and structuring schools") is described like this: "A positive school culture and open communication have been found to be related to school outcomes. Therefore, school leaders need to encourage and distribute leadership and create an appropriate management structure."

1. Components in Domain 1: Political and cultural expectations and their translation into internal meaning and direction

External expectations towards schools change all the time due to developments in population, immigration, technology and science, politics and culture. Therefore schools must be able to react adequately to changes and develop strategic planning. Leaders have to translate external requirements into mission statements for their schools, so teachers will understand and accept them. Ethical standards are one aspect that should be emphasized in these statements, such as ensuring fairness, justice and democracy in an institution.

1a) developing leadership and managing change
School leaders play an important role in implementing changes in schools. They must be able to manage the organizational and educational processes that adapt school practices to external requirements.

1b) developing strategic planning for schools
In order to make effective and efficient changes, school leaders need to look to the outside and write strategic plans for future structures and culture.

1c) translating external requirements into internal meaning
Strategic plans need to be understood and accepted by the stakeholders involved and thus have to be conveyed in a plausible way.

1d) negotiating and communicating meaning, visions and mission statements
School leaders need to enter into communication and negotiations with stakeholders so as to produce visions and mission statements that stakeholders can buy into.

1e) fostering ethical standards
A pivotal aspect of planning and implementing changes involves the core purpose of schooling that builds on ethical, educational, political and cultural values. These values differ from context to context, but in many societies they will include procedures that guarantee fairness, justice and democracy.

2. Components in Domain 2: Understanding and empowering teachers and other staff

School leaders are supposed to improve teaching in order to support student learning by raising teachers' competencies in subject matters, didactics, methodologies, classroom management and ICT.

Leaders need to build a teamwork culture and distribute leadership as well as ensure performance management, assessment and evaluation. Therefore they need to develop efficient Human Resource Management and a professional learning environment.

2a) improving teaching and student learning
Student learning is at the centre of schooling, and teaching is an important support to that. School leaders thus need to create ideal conditions for teaching and learning.

2b) fostering teachers' competencies in subject matters, didactics, methodologies, classroom management and ICT
School leaders must ensure that teachers acquire high competency levels through formal and informal in-service education, by access to appropriate learning materials and by having appropriate frameworks and good working conditions.

2c) building team work and distributing leadership
A way to build learning communities for teachers is to encourage them to collaborate in teams and distribute leadership functions among them.

2d) ensuring performance management, assessment and evaluation
Collecting and analysing data on learning and teaching processes and outcomes are important aspects of improving learning and teaching.

2e) developing efficient Human Resources Management
In order to help all teachers to develop their qualities and make effective use of them, school leaders need to build good HRM systems. This also includes taking care of teachers' psychological welfare.

2f) creating a culture of professional learning
School leaders must build learning organizations that encourage teachers to experiment, discuss and share professional knowledge.

3. Components in Domain 3: Structuring and culturing schools

School leadership requires attention to both structure and culture. A key part of that is developing school leadership and management across the institution. Leaders need to create an effective organizational and communication culture that is underpinned by appropriate organizational structures. This will involve planning and managing human and material / financial resources while ensuring transparent decision-making.

3a) developing school leadership and management
Leadership is not only the function of the school head, but will need to involve staff across the school. Therefore leaders need to encourage and distribute leadership and create an appropriate management structure.

3b) Creating an effective organizational and communication culture
A positive school culture and open communication have been found to be related to school outcomes. School leaders play a key role in exemplifying and building a culture that is characterized by empathy, the ability to listen and understand, and by high expectations of students and staff.

3c) building appropriate organizational structures
A key leadership task is to ensure that a school has an organizational structure which is in harmony with the culture of the school, aims to maximize students' learning opportunities, and encourages teachers to be leaders in their classrooms.

3d) planning and managing human and material / financial resources
School leaders need to put in place rational, effective and efficient processes that keep the school functioning on a day-to-day basis while being prepared for future developments and possibilities.

3e) ensuring transparent decision-making
Fairness and openness in decision-making need to be ensured by providing clear rationales and structures that assure equity while taking into account individual differences and needs among students and staff.

4. Components in Domain 4: Working with partners and the external environment

School leadership is as much an outward-facing as an inward-facing activity. It is a well established fact that school leaders need to build and maintain relationships with parents, wider school communities and national / local / school authorities. However, it has become increasingly apparent that in order to maximize their effectiveness, schools also need to cooperate with agencies and organizations / institutions at local, national or international level and build networks with other schools.

4a) building and maintaining relationships with parents, the wider school community and national / local / school authorities

Parents and the community are key stakeholders in a school and can strongly influence pupils' success. Developing and maintaining parental support is therefore vital. Planning sustainable schools requires good relationships with national / local / school authorities.

4b) cooperating with agencies and organizations / institutions outside the school at local, national or international level

Schools can benefit significantly from collaborating with other agencies such as local businesses, charities, social and health services etc. Developing positive relationships across different organizational cultures in a non-hierarchical relationship is therefore important.

4c) networking with other schools

Research shows that school-to-school networking and collaboration can create a strong mechanism for school improvement. Developing joint projects and networks with other schools therefore offers good opportunities to engage in professional learning.

5. Components in Domain 5: Personal development and growth

In order to adapt to educational and societal change it never suffices to rely on competencies and knowledge gained in the past. School heads need to acquire and maintain leadership competencies through continuous personal development and engagement in peer networks.

5a) developing and maintaining leadership competencies through continuous professional development (CPD)

The rapidly changing environment that schools are working in requires of leaders to be lifelong learners who continue to develop their personal, pedagogical and leadership skills and competencies through formal or informal professional learning activities.

5b) building peer networks at local, national or international level

Peer-to-peer networking has been shown to be one of the most effective forms of professional learning. This is not just restricted to working with peers in the same locality, but is increasingly done in national and international networks of leaders.

From Components to Qualification Modules

All the partners in the network contributed good-practice examples of modules for the qualification of school leaders in their countries. These modules are described on one page each in this volume to facilitate access to the material.

The descriptions link the modules to the respective domain and component(s), and give information on these aspects:

- the target group
- the main course objectives
- the duration and possible certificates
- contact persons
- links to the websites where the modules can be downloaded or accessed.

The modules are written in the languages of the countries from which they originate. However, with the help of the contact persons it is possible to have them translated and / or adapted for the required language and target group.

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Leithwood, K., & Day, C. (Eds.). (2007). *Successful School Principals: international perspectives.* Toronto: Springer.

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An overview of the framework: domains, components and modules

Domains of school leadership	Components of school leadership	Modules for qualification	Page
1. Political and cultural expectations and their translation into internal meaning and direction	a. developing leading and managing change	HU1 (Management of Changes) PL3 (Educational Change) RU1 (Strategic Planning)	20 21 22
	b. developing strategic planning for the school	RU1 (Strategic Planning) HU2 (PM Training) IE6 (Leading the Organization)	23 24 25
	c. translating external requirements into internal meaning	IE3 (Enterprise of Education) ES1 (Educational Organization) SE1(Exercising Functions) EE5 (Shaping Study Environment)	26 27 28 29
	d. negotiating and communicating meaning, visions and mission statements	ES2 (Quality Management)	30
	e. fostering ethical standards	PL2 (Management Basics) RO2 (Professional Ethics)	31 32
2. Understanding and empowering teachers and other staff	a. improving teaching and student learning	SL1 (Classroom Management) RO1 (Teaching-Learning Evaluation)	33 34
	b. fostering teachers' competencies in subject matters, didactics, methodologies, classroom management and ICT	RO1 (Teaching-Learning Evaluation) HU2 (PM Training) NO (Leading Learning)	35 36 37
	c. building team work and distributed leadership	AT2 (Staff Development) HU2 (PM Training) IE5 (Leading People)	38 39 40
	d. ensuring performance management, assessment and evaluation	LT4 (Self-Evaluation) RO3 (Quality Management) IT2 (External Evaluation) IT3 (Quality Development)	41 42 43 44
	e. developing efficient Human Resources Management	IT3 (Quality Development) AT1 (Conflict Management) PL1 (Conflict Management) ES3 (Resources Management) EE2 (Personnel Management)	45 46 47 48 49
	f. creating a culture of professional learning	RU4 (Monitoring) IE4 (Leading Learning) TR1 (Communication, E-schooling) EE5 (Shaping Study Environment)	50 51 52 53
3. Culturing and structuring schools	a. developing school leadership and management	HU2 (PM Training) IS1 (Development and Evaluation) SE3 (School Leadership) EE2 (Personnel Management)	54 55 56 57
	b. creating organizational and communication culture	AT1 (Conflict Management) AT2 (Staff Development) PL3 (Educational Change) RO3 (Quality Management) SL2 (Communication) SL3 (Preventing Violence) TR2 (Information System)	58 59 60 61 62 63 64

Domains of school leadership	Components of school leadership	Modules for qualification	Page
	c. building appropriate organizational structures	LT4 (Self-Evaluation) RU1 (Strategic Planning) RU4 (Monitoring) SE2 (Management by Objectives) EE1 (Development of Organization)	65 66 67 68 69
	d. planning and managing human and material / financial resources	HU1 (Management of Changes) IT1 (Legal Basics) IT3 (Quality Development) RU2 (Law in Education) RU3 (Economy & Financing) EE3 (Resource Management)	70 71 72 73 74 75
	e. ensuring transparent decision-making	RU4 (Monitoring) PL2 (Management Basics)	76 77
4. Working with partners and the external environment	a. building and maintaining relationships with parents, the wider school community and national / local / school authorities	PL1 (Conflict Management)	78
	b. cooperating with agencies and organizations / institutions outside school at local, national or international level	IT2 (External Evaluation) SL3 (Preventing Violence) RU2 (Law in Education)	79 80 81
	c. networking with other schools	CH1 (Competence Portfolio Development)	82
5. Personal development and growth	a. developing and maintaining leadership competencies through continuous personal development (CPD)	DK (Teacher to Leader) NO (Leading Learning) IE1 (Research Methodology) IE2 (Person of the Leader) EE4 (Self-Management)	83 84 85 86 87
	b. building peer networks at local, national or international level	RO2 (Professional Ethics) PL2 (Management Basics) LT3 (Self-Evaluation Tools) CH1 (Competence Portfolio Development)	88 89 90 91

Catalogue of Qualification Modules

Domain 1: Political and cultural expectations and their translation into internal meaning and direction

1a) developing leadership and managing change

Country	Hungary (1)
Module	**Management of Changes in School**
Programme	Leaders of schools
Training institution	Independent Pedagogic Institution (FÜPI)
Target group / entry requirements	School leaders and deputy school leaders
Aim	The course aims to offer help to schools that are facing professional and structural changes. During the course participants will learn how to implement up-to-date school management without financial or human resource losses.
Learning outcomes	Participants will learn to view school management from a broader and more modern perspective. In the course of the training, financial and economic methods as well as effective management of the inner and the external relationships of the school will be introduced to the participants, who by taking part in the training have the additional benefit of being able to build new professional relationships, in which they can share their experiences and concerns and solve their school management problems together.
Delivery mode	Training including lectures, and interactive exercises
Assessment	Written assignment
Duration	30 hours, 2 days
Certification / credits	Certificate
Contact person **Email**	Gregory Szabo szabo.gregory@gmail.com
Website of institution **Module available at**	www.fupi.hu

Country	Poland (3)
Module	**Leaders Direct Educational Change**
Programme	School Leadership – Masters Programme
Training Institution	Stowarzyszenie "Razem dla edukacji"
Target group / entry requirements	educational management teams, headteachers, deputy headteachers
Aim	to present educational change, which is an unavoidable and not always favourable process, in all its complexity; to elucidate the conditions and factors influencing the management of educational change
Learning outcomes	Participants will - identify the changes that influence the functioning of a institutions (The institutions the participants work at will be examined.) - distinguish between the different categories of changes - get acquainted with change models - learn about aspects of human behavioural responses in the situation of change, such as the origin and forms of resistance against change, as well as means to overcome barriers and resistance and methods to convince the unwilling - identify factors influencing the introduction of scheduled changes - learn about effective planning of change - learn about the necessity of developing a school teaching and managing team, involving students, parents and the whole school.
Delivery mode	workshops
Assessment	plenary session: presentation of the changes participants have personally prepared to be introduced
Duration	2 days
Certification / credits	certificate of attendance
Contact person **Email**	kontakt@razemdlaedukacji.pl
Website of institution **Module available at**	www.razemdlaedukacji.pl

Country	Russia (1)
Module 1	**Strategic Planning of School Development in Changing Conditions**
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop skills that enable headteachers to foresee and plan school work in changing conditions
Learning outcomes	Participants will be able to - apply the concept of change management - interpret and apply the methodological tools in their own management practices - develop projects and manage them - identify the strengths and weaknesses of their own activities - expand their experience of productive problem solving - increase the efficiency of using human potential
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	Certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

1b) developing strategic planning for schools

Country	Russia (1)
Module 1	**Strategic Planning of School Development in Changing Conditions**
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop skills that enable headteachers to foresee and plan school work in changing conditions
Learning outcomes	Participants will be able to - apply the concept of change management - interpret and apply the methodological tools in their own management practices - develop projects and manage them - identify the strengths and weaknesses of their own activities - expand their experience of productive problem solving - increase the efficiency of using human potential
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	Certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Hungary (2)
Module	**Project Manager Training**
Programme	Manager training
Training institution	FÜPI (Independent Pedagogical Institution)
Target group / entry requirements	School leaders, deputy school leaders and project leaders
Aim	The aim of the training is to enable professionals to organize and lead projects in their schools. During the training participants deal with practical issues which may assist them in their future work. The training also wants to enable them to utilize the gained knowledge on different levels of the education system.
Learning outcomes	The participants gain knowledge in the course of the training which they can use in their everyday work. The main scopes of learning outcomes: - theoretical and practical knowledge on leadership and project organization - different methods of organizing learning - basic leadership and psychological knowledge
Delivery mode	lecture, group work, workshops and individual work, presentation
Assessment	project
Duration	30 hours, 3 days: 10 hours per day
Certification / credits	certificate
Contact person **Email**	Kinga Dombóvári
Website of institution **Module available at**	www.fupi.hu

Country	Ireland (6)
Modules	**Leading the Organisation**
Programme	Post Graduate Diploma in Educational Leadership (Tóraíocht)
Training institution	National University of Ireland Maynooth / Professional Development Service for Teachers
Target group / entry requirements	Aspiring school leaders, teachers with four years teaching experience
Aim	The Tóraíocht programme aims to enhance participants' current work and to support their preparation for future senior leadership and management positions. It aims to develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. Since the programme has been inaugurated almost 350 teachers have participated.
Learning outcomes	- Enhanced professional development - Enhanced current leadership work and commitment - Increased ability to deal with the theoretical and practical challenges and opportunities of senior leadership in schools - Development of the understanding, capacities and capabilities necessary for effective school leadership ▫ The school as an organization ▫ The self-evaluating school ▫ School culture ▫ Inclusion ▫ Leading the change process ▫ Strategic planning ▫ Leading in context
Delivery mode	Four sessions are face-to-face and three are on-line. Each session is 1.5 hours in duration. There is emphasis on peer learning / group discussions on the skills and capabilities needed to be an effective school leader. Modules are delivered nationally in Education Centres and in the university in Maynooth. This allows for participation country-wide.
Assessment	Schedule of assessment for the entire course: 2 essays, a group presentation, a reflective essay, a school-based action research rroject, an interview Assessment for this module: 2,500 word essay
Duration	All modules in the Post Graduate Diploma in Educational Leadership are of 7 weeks duration.
Certification / credits	2.5 credits
Contact person **Email**	Carmel Lillis clillis@lds21.ie
Website of institution **Modules available**	www.nuim.ie clillis@lds21.ie

1c) translating external requirements into internal meaning

Country	Ireland (3)
Modules	**The Enterprise of Education**
Programme	Post Graduate Diploma in Educational Leadership (Tóraíocht)
Training institution	National University of Ireland Maynooth / Professional Development Service for Teachers
Target group / entry requirements	Aspiring school leaders, teachers with four years teaching experience
Aim	The Tóraíocht programme aims to enhance participants' current work and to support their preparation for future senior leadership and management positions. It aims to develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. Since the programme has been inaugurated almost 350 teachers have participated.
Learning outcomes	- Enhanced professional development - Enhanced current leadership work and commitment - Increased ability to deal with the theoretical and practical challenges and opportunities of senior leadership in schools - Development of the understanding, capacities and capabilities necessary for effective school leadership ▫ Philosophy and history of Irish education ▫ Policy development, macro and micro ▫ Green Paper / National Education Convention / White Paper ▫ Education policy – International perspective ▫ Current educational legislation ▫ Education policy in practice
Delivery mode	Four sessions are face-to-face and three are on-line. Each session is 1.5 hours in duration. There is emphasis on peer learning / group discussions on the skills and capabilities needed to be an effective school leader. Modules are delivered nationally in Education Centres and in the university in Maynooth. This allows for participation country-wide.
Assessment	Schedule of assessment for the entire course: 2 essays, a group presentation, a reflective essay, a school-based action research project, an interview Assessment for this module: 2,500 word essay
Duration	All modules in the Post Graduate Diploma in Educational Leadership are of 7 weeks duration.
Certification / credits	2.5 credits
Contact person **Email**	Carmel Lillis clillis@lds21.ie
Website of institution **Modules available**	www.nuim.ie clillis@lds21.ie

Country	Spain (1)
Module	**Educational Organization and Regulation**
Programme	Initial Training for Headteachers
Training Institution	Directorate General for Quality, Innovation and Teacher Training-
Target group / entry requirements	new headteachers elected either by a public selection process or by direct appointment of the educational authority
Aim	This course is designed to help new headteachers develop a series of professional competences that should help them harmonize management, participation and leadership within their schools, in view of the importance of leadership for a school's progress, innovation, improvement and educational excellence.
Learning outcomes	The guidelines will enable participants to reflect upon a proposed model of management that answers the educational needs of today's society.
Delivery mode	lecture
Assessment	The module is part of the initial training for school heads.
Duration	4 hours
Certification / credits	certificate of attendance (85 hours)
Contact person **Email**	Ana Villafane Alvarez vilalvan@jcyl.es arrgomja@jcyl.es
Website of institution **Module available at**	www.educa.jcyl.es www.educa.jcyl.es/educacyl/cm/dpleon

Country	Sweden (1)
Module	**Legislation on Schools and the Role of Exercising the Functions of an Authority**
Programme	National Principal Training program
Training Institution	Umeå university Stockholm University Linne University Karlstad University Mälardalen, Örebro, Södertörn Uppsala University
Target group / entry requirements	Participants have to be principals, deputy principals or preschool leaders. The programme is obligatory for new principals since 2011/03/15.
Aim	On completion of the training programme, headteachers shall have the knowledge and skills required to manage the work of realizing the goals of preschools, leisure time centres, schools or adult education institutions, as well as fulfilling the tasks in accordance with the provisions specifically laid down for headteachers in legislation. This applies to both municipal and independent schools.
Learning outcomes	The programme is on advanced level. In total there are 36 objectives / learning outcomes in these three areas: - knowledge and understanding - skills and abilities - assessment abilities and approaches
Delivery mode	The programme runs for three years. Participants are supposed to use 20% of their working time for coursework. In total there are about 30 meeting days. During the meetings there are lectures, seminars and assignments. In between there are assignments. The literature is partly available on a learning platform (website).
Assessment	literature, reports, written examination, classroom visits etc.
Duration	three years, about 30 meeting days, individual work
Certification / credits	30 ECTS
Contact person **Email**	Helene Ärlestig Helene.arlestig@pol.umu.se
Website of institution **Module available at**	http://www.pol.umu.se/cpd/ http://www.skolverket.se/content/1/c6/01/66/40/pdf2254.pdf

Country	Estonia (5)
Module	**Shaping the Study Environment**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Development of curricula - Evaluating and supporting the learners' development
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

1d) negotiating and communicating meaning, visions and mission statements

Country	Spain (2)
Module	**Quality Management in Schools**
Programme	Initial Training for Headteachers
Training Institution	Directorate General for Quality, Innovation and Teacher Training
Target group / entry requirements	new headteachers elected either by a public selection process or by direct appointment of the educational authority
Aim	This course is designed to help new headteachers develop a series of professional competences that should help them harmonize management, participation and leadership within their schools, in view of the importance of leadership for a school's progress, innovation, improvement and educational excellence.
Learning outcomes	Participants will learn about the existing improvement plans, which will facilitate their reflection and decision making. Their work will be based on a contextualised assessment of their school in order to enable them to design and implement the improvement plans which aim at the constant improvement of the quality and organization schools.
Delivery mode	lecture and workshop
Assessment	The module is part of the initial training for school heads.
Duration	2 hours lecture plus workshop where participants must analyse practical cases in their traineeship period.
Certification / credits	certificate (85 hours) at the end of the course
Contact person **Email**	Ana Villafane Alvarez vilalvan@jcyl.es arrgomja@jcyl.es
Website of institution **Module available at**	www.educa.jcyl.es www.educa.jcyl.es/educacyl/cm/dpleon

1e) fostering ethical standards

Country	Poland (2)
Module	**Management is an art. How to become a master?** **THE BASICS TO BEGIN WITH**
Programme	School Leadership – Masters Programme
Training institution	Stowarzyszenie "Razem dla edukacji"
Target group / entry requirements	prospective headteachers, headteachers with little experience, deputy headteachers
Aim	- to explain the ideas of mission, vision, and values, and to make clear that defining and understanding them is a precondition to success - to present the principle of openness and demonstrate its application - to analyze attitudes and behaviour models
Learning outcomes	Participants - will get an understanding of the necessity to precisely define their institution's mission, tailored to the needs and aspirations of their local community - learn that there is no ready and easy way to become a leader - learn that leadership is a challenge consisting in a continual search for a golden mean, in awakening responsibility, and in taking care of people, their development and their success. - learn that leaders are born but can also be made. Leadership capabilities are taught at home, school, university and work.
Delivery mode	workshops
Assessment	active participation; 100% presence in classes
Duration	1 day
Certification / credits	certificate of participation
Contact person **Email**	kontakt@razemdlaedukacji
Website of institution **Module available at**	www.razemdlaedukacji.pl

Country	Romania (2)
Module	**Ethics and Professional Deontology**
Programme	Educational programme – in-service training
Training institution	Casa Corpului Didactic Brasov (The Teachers' Centre Brasov)
Target group / entry requirements	teachers working in pre-university education
Aim	This course is designed to build specific competences for approaching certain issues of applied ethics and deontology in order to enable teachers to develop young people's aptitudes in moral and civic education.
Learning outcomes	Participants will - analyze social reality, starting from the understanding of society as a system - contextually differentiate between the connotations of the words "moral", "immoral" and "amoral" - compare the words "ethic" and "moral", starting from concrete situations, and explain their significance - distinguish between ethics and professional deontology - outline the characteristics of a good teacher and describe how they implement their "profession of faith"
Delivery mode	lectures and various activities, such as examining case studies, analyzing didactic films, doing role plays, and working in teams on the thematic units (1. Conceptual clarifications; 2. General norms of professional behaviour; 3. Case studies / Examples of good practice)
Assessment	Each participant will elaborate an individual portfolio and a grid with an assessment of stages. At the end of the course a second portfolio including all the participants' materials will be created (lesson plans, case studies, observation and self-observation grids, essays).
Duration	40 hours – 10 days with 4 hours of training each
Certification / credits	certificate of attendance
Contact person **Email**	 ccdbrasov@gmail.com
Website of institution **Module available at**	http://ccdbv.rdsbv.ro http://ccdbv.rdsbv.ro

Domain 2: Understanding and empowering teachers and other staff

2a) improving teaching and student learning

Country	Slovenia (1)
Module	**Classroom Management**
Programme	Networks of Learning Schools
Training Institution	The NSLE (National School of Leadership in Education)
Target group / entry requirements	The educational model of the Networks of Learning Schools / preschool institutions is appropriate for all teachers' or preschool teachers' assemblies, headteachers and members of teams for school development. The programme offers new opportunities for learning, co-operation and development to both individuals and schools / preschool institutions.
Aim	The programme focuses on problem solving in classroom management. One of the most important goals is to establish rules and learn about conflict management. Together with experts, development teams will design action plans and strategies to improve the practice of managing classes. The programme is also related to the contents of a seminar and later on to the implementation of improvements.
Learning outcomes	Participants will identify principles of classroom management and relate them to the teacher's role. Special attention will be given to the concepts of the power of leaders and classroom management style because in many ways they have an impact on teachers' beliefs and values. After the first seminar, development teams will identify a narrower area of improvement together with co-workers.
Delivery mode	- exchange of good practice among teachers / preschool teachers and schools / preschool institutions that participate in education and form the so-called "co-operation network" - educational programmes - cooperative activities - in-service training - professional debates among colleagues - mutual in-class observations - team problem solving
Assessment	- oral assessment - evaluation reports (special form) - internal and external evaluation - professional debates among colleagues
Duration	1 year / 6 meetings for the development teams of the network
Certification / credits	certificate for one year of development and research work
Contact person **Email**	Dr. Justina Erčulj info@solazaravnatelje.si
Website of institution **Module available at**	http://www.solazaravnatelje.si/eng/ http://www.solazaravnatelje.si/eng/index.php?showid=151 http://www.solazaravnatelje.si/index.php?showid=28#vodenje

Country	Romania (1)
Module	**Active Methods of Teaching-Learning Evaluation**
Programme	Educational programme – in-service training
Training institution	Casa Corpului Didactic Brasov (The Teachers' Centre Brasov)
Target group / entry requirements	Experienced teachers who teach grades 5 to 12 and are willing to try out new teaching strategies and then share them with peers.
Aim	The course is designed to create a dedicated and enthusiastic team of trainers who are capable of making a measurable impact on the way their subjects are taught and who can initiate programmes for in-service training in their schools.
Learning outcomes	Participants will be able to: - effectively use a broad range of didactic strategies - objectively judge the efficiency of various didactic strategies - meet the needs of the pupils with different learning abilities and styles - use formative strategies - be reflexive practitioners - observe another teacher's classes and offer constructive feedback - design and initiate efficient training programmes in order to meet the needs of their own target groups.
Delivery mode	various activities, such as dialogue groups, the snowball method, learning in pairs, individual activities and discussions, are used in all the thematic units (1. Fundamental notions; 2. Teaching strategies; 3. The teacher as a professional)
Assessment	Each participant will elaborate an individual portfolio that consists of these parts: activity plans and diaries for every class; an overview of active work for a period of time which should not be shorter than ten weeks; lesson plans which should demonstrate the strategies taught during the training. Each participant will also make a class video that must be edited so the beginning, the end and excerpts of phases during the lesson can be seen. The video should last 30-35 minutes and demonstrate an appropriate use of the theories and strategies that are taught the course and explained in the additional materials that have been handed out. At the end of the course a second portfolio including all the participants' materials will be created (lesson plans, case studies, observation and self-observation grids, essays).
Duration	50 hours: 10 days with 5 hours of training each
Certification / credits	certificate of attendance
Contact person **Email**	 ccdbrasov@gmail.com
Website of institution **Module available at**	http://ccdbv.rdsbv.ro http://ccdbv.rdsbv.ro

2b) fostering teachers' competencies in subject matters, didactics, methodologies, classroom management and ICT

Country	Romania (1)
Module	**Active Methods of Teaching-Learning Evaluation**
Programme	Educational programme – in-service training
Training institution	Casa Corpului Didactic Brasov (The Teachers' Centre Brasov)
Target group / entry requirements	Experienced teachers who teach grades 5 to 12 and are willing to try out new teaching strategies and then share them with peers.
Aim	The course is designed to create a dedicated and enthusiastic team of trainers who are capable of making a measurable impact on the way their subjects are taught and who can initiate programmes for in-service training in their schools.
Learning outcomes	Participants will be able to: - effectively use a broad range of didactic strategies - objectively judge the efficiency of various didactic strategies - meet the needs of the pupils with different learning abilities and styles - use formative strategies - be reflexive practitioners - observe another teacher's classes and offer constructive feedback - design and initiate efficient training programmes in order to meet the needs of their own target groups.
Delivery mode	various activities, such as dialogue groups, the snowball method, learning in pairs, individual activities and discussions, are used in all the thematic units (1. Fundamental notions; 2. Teaching strategies; 3. The teacher as a professional)
Assessment	Each participant will elaborate an individual portfolio that consists of these parts: activity plans and diaries for every class; an overview of active work for a period of time which should not be shorter than ten weeks; lesson plans which should demonstrate the strategies taught during the training. Each participant will also make a class video that must be edited so the beginning, the end and excerpts of phases during the lesson can be seen. The video should last 30-35 minutes and demonstrate an appropriate use of the theories and strategies that are taught the course and explained in the additional materials that have been handed out. At the end of the course a second portfolio including all the participants' materials will be created (lesson plans, case studies, observation and self-observation grids, essays).
Duration	50 hours: 10 days with 5 hours of training each
Certification / credits	certificate of attendance
Contact person **Email**	 ccdbrasov@gmail.com
Website of institution **Module available at**	http://ccdbv.rdsbv.ro http://ccdbv.rdsbv.ro

Country	Hungary (2)
Module	**Project Manager Training**
Programme	Manager training
Training institution	FÜPI (Independent Pedagogical Institution)
Target group / entry requirements	School leaders, deputy school leaders and project leaders
Aim	The aim of the training is to enable professionals to organize and lead projects in their schools. During the training participants deal with practical issues which may assist them in their future work. The training also wants to enable them to utilize the gained knowledge on different levels of the education system.
Learning outcomes	The participants gain knowledge in the course of the training which they can use in their everyday work. The main scopes of learning outcomes: - theoretical and practical knowledge on leadership and project organization - different methods of organizing learning - basic leadership and psychological knowledge
Delivery mode	lecture, group work, workshops and individual work, presentation
Assessment	project
Duration	30 hours, 3 days: 10 hours per day
Certification / credits	certificate
Contact person **Email**	Kinga Dombóvári
Website of institution **Module available at**	www.fupi.hu

Country	Norway
Module	**Leading Learning** (Module 2 of a training consisting of four modules)
Programme	School leadership – The National Programme for Principals
Training Institution	Norwegian University of Science and Technology, Trondheim
Target group / entry requirements	Principals, assistant principals, supervisors, managers, or teachers who want to become principals can apply. The programme is funded by the Norwegian Directorate for Education (Udir), which is also responsible for the acceptance process. Students apply directly to Udir for admission.
Aim	The National Programme for Principals intends to help principals to take responsibility for both management and governance, and to synthesize academic management, personnel management and general management into an integrated whole. In the module "Leading Learning" participants will focus on these aspects of school leadership: - learning and learning theory - the principal as an educational leader - steering quality development - curriculum, curriculum analysis, and the development of local curricula
Learning outcomes	Participants will use the relevant theory to analyze the learning environment at their own schools and to steer further development there. They will also learn how to analyse curricula and how to lead efforts to design and implement local curricula.
Delivery mode	lectures, workshops, individual work Students are divided into four regular groups, and each seminar starts and ends in the group. There is one supervisor / academic staff member who accompanies the same group through all the seven seminars. The supervisors guide their groups in workshops, comment on their work, give them feedback on academic texts, and lead reflection. It is also part of the training to practice skills in role plays, reflection groups, etc.
Assessment	Participants are expected to create a blog, answer two out of three study questions, and write a text which can be either a feature article or a reflection paper related to the blog. Participants' final grade will be based on the assessment of the submitted text and the assessment of the texts submitted in the other three modules of the programme (module 1: reflection note, module 3: paper, module 4: participants' credo of leadership).
Duration	2 x 3 days (Module 2) (The whole programme consists of 4 modules, 7 x 3 days.)
Certification / credits	The National Programme for Principals gives 30 credits in total. The offer is primarily aimed at newly appointed principals, but other people who have leadership tasks or intend to become principals may also apply.
Contact person **Email**	Anne Berit Emstad Anne.emstad@plu.ntnu.no
Website of institution **Module available at**	http://skoleledelse.no/rektorutdanning/

2c) building team work and distributing leadership

Country	Austria (2)
Module	**Staff Development**
Programme	School Leadership – in-service pedagogical leadership course
Training institution	Pedagogical University Tyrol
Target group / entry requirements	school heads in training
Aim	- Recognising the importance of staff development at schools - Stimulating the 7 areas of action from C as in " CPD" to P as in "participation" - An overview of the 5 forms of dialogue: positioning & perspective dialogue; counselling dialogue to solve problems; feedback from school head; focus on solutions for confrontation and conflict solving; qualification dialogue - Clarifying roles, solving role conflicts and negotiating an acceptable staff development policy with staff
Learning outcomes	Participants learn about the different forms of dialogue for different occasions in staff development. At the same time they learn about the importance of systematic staff development as a prerequisite for an effective school. Participants develop concepts for staff development in their school. Furthermore, they learn using their own case studies and reflect on the most difficult situations they have personally experienced.
Delivery mode	classroom teaching, coaching
Assessment	The module is part of the training, culminating in project work and a presentation.
Duration	3 days
Certification / credits	1.5 ECTS
Contact person **Email**	Thomas.happ@ph-tirol.ac.at Thomas.weber@ph-tirol.ac.at
Website of institution **Module available at**	www.ph-tirol.ac.at

Country	Hungary (2)
Module	**Project Manager Training**
Programme	Manager training
Training institution	FÜPI (Independent Pedagogical Institution)
Target group / entry requirements	School leaders, deputy school leaders and project leaders
Aim	The aim of the training is to enable professionals to organize and lead projects in their schools. During the training participants deal with practical issues which may assist them in their future work. The training also wants to enable them to utilize the gained knowledge on different levels of the education system.
Learning outcomes	The participants gain knowledge in the course of the training which they can use in their everyday work. The main scopes of learning outcomes: - theoretical and practical knowledge on leadership and project organization - different methods of organizing learning - basic leadership and psychological knowledge
Delivery mode	lecture, group work, workshops and individual work, presentation
Assessment	project
Duration	30 hours, 3 days: 10 hours per day
Certification / credits	certificate
Contact person **Email**	Kinga Dombóvári
Website of institution **Module available at**	www.fupi.hu

Country	Ireland (5)
Modules	**Leading People**
Programme	Post Graduate Diploma in Educational Leadership (Tóraíocht)
Training institution	National University of Ireland Maynooth / Professional Development Service for Teachers
Target group / entry requirements	Aspiring school leaders, teachers with four years teaching experience
Aim	The Tóraíocht programme aims to enhance participants' current work and to support their preparation for future senior leadership and management positions. It aims to develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. Since the programme has been inaugurated almost 350 teachers have participated.
Learning outcomes	- Enhanced professional development - Enhanced current leadership work and commitment - Increased ability to deal with the theoretical and practical challenges and opportunities of senior leadership in schools - Development of the understanding, capacities and capabilities necessary for effective school leadership ▫ Distributed leadership ▫ Communications within the school community and with the wider community ▫ Policy formation: Managing critical events ▫ Difficult conversations ▫ Vision, values and school culture
Delivery mode	Four sessions are face-to-face and three are on-line. Each session is 1.5 hours in duration. There is emphasis on peer learning / group discussions on the skills and capabilities needed to be an effective school leader. Modules are delivered nationally in Education Centres and in the university in Maynooth. This allows for participation country-wide.
Assessment	Schedule of assessment for the entire course: 2 essays, a group presentation, a reflective essay, a school-based action research project, an interview Assessment for this module: 2,500 word essay
Duration	All modules in the Post Graduate Diploma in Educational Leadership are of 7 weeks duration.
Certification / credits	2.5 credits
Contact person **Email**	Carmel Lillis clillis@lds21.ie
Website of institution **Modules available**	www.nuim.ie clillis@lds21.ie

2d) ensuring performance management, assessment and evaluation

Country	Lithuania (4)
Module	**Creation and Introduction of Self-Evaluation Tools for Schools**
Programme	Organisation of Self-Evaluation at School by Implementing the Project "Creation and Introduction of Self-evaluation Tools for General Education Schools" (institutional level)
Training institution	Kauno pedagogų kvalifikacijos centras (KPKC) (Kaunas Teacher Qualification Centre), Registration Code 193043096, Vytauto Ave 44, Kaunas, LT – 44003, tel./fax: 837 324157, Current Account No LT 354010042500070283
Target group / entry requirements	school teams involved in the project "Creation and Introduction of Self-evaluation Tools for General Education Schools"
Aim	The programme is designed to help participants develop an understanding of the content of self-evaluation instruments and strategies of applying them at school, and to build practical capacities for professional consultation services to schools that are in the process of self-evaluation.
Learning outcomes	Participants will - obtain knowledge of the concept of school self-evaluation tools - gain experience in using school self-evaluation tools - receive recommendations for using self-evaluation tools
Delivery mode	Lectures, group work
Assessment	visual presentation of learning activities
Duration	14 hours, 2 days
Certification / credits	qualification certificate
Contact person **Email**	Laima Gudaitė laima.gudaite@nmva.smm.lt
Website of institution **Module available at**	www. nmva.smm.lt

Country	Romania (3)
Module	**Quality Management in Education**
Programme	Management programme – in-service training
Training Institution	Casa Corpului Didactic Brasov (The Teachers' Centre Brasov)
Target group / entry requirements	principals, teachers who are members of the school council of administration, local authorities, parents
Aim	This course is designed to implement a quality culture at the level of school organization and administration. It encourages the development of institutional procedures for the assessment, assurance, control and improvement of quality in education.
Learning outcomes	Participants will - develop their diagnostic competency and learn about self-evaluation in institutional environments - learn how to elaborate and implement certain strategies and procedures to ensure quality in education - be able to devise a competitive educational offer at the end of the course and achieve functional skills in applying quality assurance techniques according to the law.
Delivery mode	classroom teaching, workshops and debates on thematic units (1. Legislation on quality assurance in education; 2. Policies and strategies for quality assurance; 3. Standards of authorization, accreditation and periodical assessment; 4. Examples of good practice)
Assessment	Each participant will elaborate and present the strategy of his / her school for quality assurance in education. At the end of the course a second portfolio including all the participants' materials will be created (lesson plans, case studies, observation and self-observation grids, essays).
Duration	40 hours: 10 hours per unit
Certification / credits	certificate of attendance
Contact person **Email**	 ccdbrasov@gmail.com
Website of institution **Module available at**	htpp://ccdbv.rdsbv.ro htpp://ccdbv.rdsbv.ro

Country	Italy – South Tyrol (2)
Module	**External Evaluation in the German schools of South Tyrol**
Programme	The main goal of the training is to assess and improve the quality of South Tyrol's school system in an independent, law-based approach by means of different forms of evaluation of the efficiency of schools (research at national, international and local level, school visits). Results should give a "photographic" view of the status quo of school quality – if possible by means of triangulated data – and enable school heads and their communities to continue, amplify, intensify or improve the quality of their work by changing missions, decisions and procedures. The results should also be used for in-service training for school heads.
Training institution	*Evaluationsstelle*
Target group / entry requirements	school leaders; representatives from *"Schulräte"* (boards of teachers, parents, students and school leaders)
Aim	School heads as representatives of the autonomous schools have the task to develop their schools. The training is based on a set of criteria defined in the "Quality Framework for the German Schools of South Tyrol", which is the result of an agreement between the Evaluation Board and a series of partners from different branches (politics, education, associations, industry, …). School heads who are in charge of conducting an internal evaluation receive guidelines and can use the information, data and advice given in the report by the Evaluation Board.
Learning outcomes	School heads will be able to conduct an internal evaluation, using the evaluation report to find out what they do well and following its recommendations to plan changes and improvements.
Delivery mode	Written report by the *Evaluationsstelle,* professional conferences *(Konferenzen der Schulführungskräfte)*
Assessment	It is up to the Autonomous Schools (and their school heads) to take part in the training and use the support that goes along with it.
Duration	Periodically in the course of one year
Certification / credits	
Contact person **Email**	Coordinator: Dr. Franz Hilpold franz.hilpold@schule.suedtirol.it
Website of institution **Module available at**	http://www.evaluationsstelle.it/en/evaluation-office/evaluation.html

Country	Italy – South Tyrol (3)
Module	**IQES – A Tool for Quality Development and Evaluation in Schools**
Programme	School Leadership – digital (supported) in-service training
Training institution	Local Education Authority Bozen (Bolzano)
Target group / entry requirements	School heads in service who want to conduct internal quality management
Aim	School leaders are in charge of internal quality management (IQM cannot be delegated) but most of them do not have time for this important task and / or lack knowledge of adequate procedures. The Internet Platform IQES provides users with a number of high-quality instruments for the self-evaluation of schools and allows school leaders, teachers and members of internal evaluation work groups to efficiently go about the task.
Learning outcomes	School leaders learn about the quality approach of the largely used IQES instrument/s and gather necessary information. The tools on the platfom enable them to present their summaries in convenient form (chart, graph, table, …) in discussions, group sessions and in-service trainings. Leaders can also use the questionnaires developed by IQES or come up with their own questionnaires to collect data on general processes in their schools.
Delivery mode	Work on the Internet Platform as well in printed form
Assessment	The module is part of an in-service training for school heads.
Duration	Three hours, and consultation on request
Certification / credits	/
Contact person **Email**	Helmut.Matha@schule.suedtirol.it Helmut.Matha@provinz.bz.it
Website of institution **Module available at**	http://www.provinz.bz.it/schulamt/

2e) developing efficient Human Resources Management

Country	Italy – South Tyrol (3)
Module	**IQES – A Tool for Quality Development and Evaluation in Schools**
Programme	School Leadership – digital (supported) in-service training
Training institution	Local Education Authority Bozen (Bolzano)
Target group / entry requirements	School heads in service who want to conduct internal quality management
Aim	School leaders are in charge of internal quality management (IQM cannot be delegated) but most of them do not have time for this important task and / or lack knowledge of adequate procedures. The Internet Platform IQES provides users with a number of high-quality instruments for the self-evaluation of schools and allows school leaders, teachers and members of internal evaluation work groups to efficiently go about the task.
Learning outcomes	School leaders learn about the quality approach of the largely used IQES instrument/s and gather necessary information. The tools on the platfom enable them to present their summaries in convenient form (chart, graph, table, …) in discussions, group sessions and in-service trainings. Leaders can also use the questionnaires developed by IQES or come up with their own questionnaires to collect data on general processes in their schools.
Delivery mode	Work on the Internet Platform as well in printed form
Assessment	The module is part of an in-service training for school heads.
Duration	Three hours, and consultation on request
Certification / credits	/
Contact person **Email**	Helmut.Matha@schule.suedtirol.it Helmut.Matha@provinz.bz.it
Website of institution **Module available at**	http://www.provinz.bz.it/schulamt/

Country	Austria (1)
Module	**Conflict Management**
Programme	School Leadership – in-service pedagogical leadership course
Training institution	Pedagogical University Tyrol
Target group / entry requirements	school heads in training
Aim	Encouraging personal and institutional development: - Motivating all school leaders to become involved in development - Accepting contradictions and differences and using them as a chance to learn; increasing tolerance - Learning to live with contradictions: acquiring composure, living with irreconcilable contradictions
Learning outcomes	Participants learn to live with conflicts in schools and develop basic skills in the assessment of conflicts. Furthermore, they learn different techniques for handling and become acquainted with conflict resolution models. In particular, they reflect on the basic characteristics of successful conflict resolution.
Delivery mode	classroom teaching, coaching, role playing
Assessment	The module is one part of the training, culminating in project work and a presentation.
Duration	3 days
Certification / credits	1.5 ECTS
Contact person **Email**	Thomas.happ@ph-tirol.ac.at Thomas.weber@ph-tirol.ac.at
Website of institution **Module available at**	www.ph-tirol.ac.at

Country	Poland (1)
Module	**Various Types of Educational Conflicts and Techniques of Solving Them**
Programme	School Leadership – Masters Programme
Training institution	Publishing house and bookshop PROINFO
Target group / entry requirements	prospective headteachers, in-service headteachers and their deputies, teachers and school pedagogical advisors, visiting inspectors, educational administration employees
Aim	to develop and train constructive conflict-solving skills with an emphasis on mediation and negotiation techniques, to identify interpersonal skills in dealing with difficult situations
Learning outcomes	Participants obtain skills to solve problems occurring in their institution (with parents, students, teachers). Headteachers are introduced to mediation as a way of resolving conflicts at school.
Delivery mode	workshops, group discussions, lecture In the workshops participants can share and analyze their personal experiences. In addition, case studies, simulation games, and psychological self-assessment techniques are used. The module also includes group discussions and a theoretical electronically-assisted lecture.
Assessment	active participation in classes, 100% presence
Duration	2 days (16h)
Certification / credits	certificate of attendance
Contact person **Email**	szkolenia@wolterskluwer.pl
Website of institution **Module available at**	http://www.profinfo.pl

Country	Spain (3)
Module	**Pedagogical and Social Resources Management**
Programme	Initial training for headteachers
Training Institution	Directorate General for Quality, Innovation and Teacher Training-
Target group / entry requirements	new headteachers elected either by a public selection process or by direct appointment of the Educational authority
Aim	This course is designed to help new headteachers develop a series of professional competences that should help them harmonize management, participation and leadership within their schools, in view of the importance of leadership for a school's progress, innovation, improvement and educational excellence.
Learning outcomes	New school heads will learn about all the different possibilities that the established model of teacher training offers.
Delivery mode	lecture
Assessment	The module is part of the initial training for school heads.
Duration	2 hours
Certification / credits	certificate of attendance (85 hours)
Contact person **Email**	Ana Villafane Alvarez vilalvan@jcyl.es arrgomja@jcyl.es
Website of institution **Module available at**	www.educa.jcyl.es http://www.educa.jcyl.es/educacyl/cm/dpleon

Country	Estonia (2)
Module	**Personnel Management**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Leadership - Developing personnel policy
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

2f) creating a culture of professional learning

Country	Russia (4)
Module	**Monitoring / data collection** (Мониторинг)
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop practical knowledge and skills in the field of data collection, research and administrative decision-making according to its results
Learning outcomes	Participants will be able to: - develop methodological knowledge of school monitoring - organize school monitoring - use the existing research data for decision-making
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Ireland (4)
Modules	**Leading Learning**
Programme	Post Graduate Diploma in Educational Leadership (Tóraíocht)
Training institution	National University of Ireland Maynooth / Professional Development Service for Teachers
Target group / entry requirements	aspiring school leaders, teachers with four years teaching experience
Aim	The Tóraíocht programme aims to enhance participants' current work and to support their preparation for future senior leadership and management positions. It aims to develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. Since the programme has been inaugurated almost 350 teachers have participated.
Learning outcomes	- Enhanced professional development - Enhanced current leadership work and commitment. - Increased ability to deal with the theoretical and practical challenges and opportunities of senior leadership in schools. - Development of the understanding, capacities and capabilities necessary for effective school leadership ▫ Learning theories: the international picture ▫ Developing the school community ▫ Focus on the classroom: leading student learning ▫ Instructional leadership ▫ Assessment for and of learning ▫ Data gathering, assessment and planning ▫ Teacher curriculum leadership: Team building ▫ Accessing information and guidance
Delivery mode	Four sessions are face-to-face and three are on-line. Each session is 1.5 hours in duration. There is emphasis on peer learning / group discussions on the skills and capabilities needed to be an effective school leader. Modules are delivered nationally in Education Centres and in the university in Maynooth. This allows for participation country-wide.
Assessment	Schedule of assessment for the entire course: 2 essays, a group presentation, a reflective essay, a school-based action research project, an interview Assessment for this module: 2,500 word essay
Duration	All modules in the Post Graduate Diploma in Educational Leadership are of 7 weeks duration.
Certification / credits	2.5 credits
Contact person **Email**	Carmel Lillis clillis@lds21.ie
Website of institution **Modules available**	www.nuim.ie clillis@lds21.ie

Country	Turkey (1)
Modul e	**Communication, E-Schooling, Live-Training**
Programme	Teacher Training
Training institution	Öğretmen Akademisi Vakfı, ORAV, Garanti Bankası
Target group / entry requirements	teachers at TAKEV Schools, administrators
Aim	The main aim of ORAV, an Istanbul-based board, is to support teachers who are aware of their personal and social responsibilities and know the importance of lifelong learning and investigation. It instructs the people who will teach students who own universal virtues and who will protect the cultural heritage of their nation. ORAV designs scientific programmes that aim to support the personal and career development of teachers and educators. The board is planning to reach a higher number of participants by using modern technology, notably the Internet.
Learning outcomes	- most importantly to make our society aware of the virtues of teachers, to enable teachers to train the young generations, and to support them in their mission to create the leaders of the future - to improve classroom management and communication skills - to develop new projects by presenting opportunities and sources effectively - to use trained teachers to train other colleagues and convey the responsibility of education by improving personal and professional skills - to elucidate that teaching is a profession which requires special knowledge, diverse skills and a respectful attitude
Delivery mode	lectures, group work
Assessment	examination, written assignment, visual presentation
Duration	two weeks
Certification / credits	certificate of attendance
Contact person **Email**	Kayhan Karlı kayhankarli@orav.org.tr
Website of institution **Module available at**	www.orav.org.tr www.takevokullari.k12.tr

Country	Estonia (5)
Module	**Shaping the Study Environment**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Development of curricula - Evaluating and supporting the learners' development
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

Domain 3: Culturing and structuring schools

3a) developing school leadership and management

Country	Hungary (2)
Module	**Project Manager Training**
Programme	Manager training
Training institution	FÜPI (Independent Pedagogical Institution)
Target group / entry requirements	School leaders, deputy school leaders and project leaders
Aim	The aim of the training is to enable professionals to organize and lead projects in their schools. During the training participants deal with practical issues which may assist them in their future work. The training also wants to enable them to utilize the gained knowledge on different levels of the education system.
Learning outcomes	The participants gain knowledge in the course of the training which they can use in their everyday work. The main scopes of learning outcomes: - theoretical and practical knowledge on leadership and project organization - different methods of organizing learning - basic leadership and psychological knowledge
Delivery mode	lecture, group work, workshops and individual work, presentation
Assessment	project
Duration	30 hours, 3 days: 10 hours per day
Certification / credits	certificate
Contact person **Email**	Kinga Dombóvári
Website of institution **Module available at**	www.fupi.hu

Country	Iceland
Module	**School Development and Evaluation**
Programme	Masters programme in Educational Administration
Training institution	University of Iceland, School of Education
Target group / entry requirements	teachers, school leaders and other professionals in schools who meet the entrance requirements (Bachelors degree and two years of teaching experience or equivalent)
Aim	The purpose of this course is to assist students in understanding some major concepts, theories and models of school development and programme evaluation. An emphasis is put on assisting students in understanding and applying evaluation concepts and techniques as well as preparing for development and planned change in schools.
Learning outcomes	- Understanding the main concepts and theories concerning evaluation, planned change and school development - Being able to use concepts, theories and models of evaluation, planned change and school-development in real-life situations - Being able to make theoretical and professional decisions concerning evaluation, planned change and school development - Being able to give critical perspectives on concepts, theories and models of evaluation, planned change and school development
Delivery mode	Site-based seminars (2+2+1day) and distance learning
Assessment	(1) A critical analysis of a learning community (written report, 20%) (2) A critical analysis of a developmental project or evaluation study (written report, 20%) (3) A development plan for an educational project for a specific institution with academic reflections on critical issues regarding implementation (written report, 60%)
Duration	5 months
Certification / credits	10 ECTS
Contact person **Email**	Ólafur H. Jóhannsson, assistant professor olafurhe@hi.is
Website of institution **Module available at**	https//ugla.hi.is https://ugla.hi.is/kennsluskra/index.php?tab=nam&chapter=namskeid&id=61300320120

Country	Sweden (3)
Module	**School Leadership**
Programme	National Principal Training program
Training Institution	Umeå university Stockholm University Linne University Karlstad University Mälardalen, Örebro, Södertörn Uppsala University
Target group / entry requirements	Participants have to be principals, deputy principals or preschool leaders. The programme is obligatory for new principals since 2011/03/15.
Aim	On completion of the training programme, headteachers shall have the knowledge and skills required to manage the work of realizing the goals of preschools, leisure time centres, schools or adult education institutions, as well as fulfilling the tasks in accordance with the provisions specifically laid down for headteachers in legislation. This applies to both municipal and independent schools.
Learning outcomes	The programme is on advanced level. In total there are 36 objectives / learning outcomes in these three areas: - knowledge and understanding - skills and abilities - assessment abilities and approaches
Delivery mode	The programme runs for three years. Participants are supposed to use 20% of their working time for coursework. In total there are about 30 meeting days. During the meetings there are lectures, seminars and assignments. In between there are assignments. The literature is partly available on a learning platform (website).
Assessment	literature, reports, written examination, classroom visits etc.
Duration	three years, about 30 meeting days, individual work
Certification / credits	30 ECTS
Contact person **Email**	Helene Ärlestig Helene.arlestig@pol.umu.se
Website of institution **Module available at**	http://www.pol.umu.se/cpd/ http://www.skolverket.se/content/1/c6/01/66/40/pdf2254.pdf

Country	Estonia (2)
Module	**Personnel Management**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Leadership - Developing personnel policy
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

3b) Creating an effective organizational and communication culture

Country	Austria (1)
Module	**Conflict Management**
Programme	School Leadership – in-service pedagogical leadership course
Training institution	Pedagogical University Tyrol
Target group / entry requirements	school heads in training
Aim	Encouraging personal and institutional development: - Motivating all school leaders to become involved in development - Accepting contradictions and differences and using them as a chance to learn; increasing tolerance - Learning to live with contradictions: acquiring composure, living with irreconcilable contradictions
Learning outcomes	Participants learn to live with conflicts in schools and develop basic skills in the assessment of conflicts. Furthermore, they learn different techniques for handling and become acquainted with conflict resolution models. In particular, they reflect on the basic characteristics of successful conflict resolution.
Delivery mode	classroom teaching, coaching, role playing
Assessment	The module is one part of the training, culminating in project work and a presentation.
Duration	3 days
Certification / credits	1.5 ECTS
Contact person **Email**	Thomas.happ@ph-tirol.ac.at Thomas.weber@ph-tirol.ac.at
Website of institution **Module available at**	www.ph-tirol.ac.at

Country	Austria (2)
Module	**Staff Development**
Programme	School Leadership – in-service pedagogical leadership course
Training institution	Pedagogical University Tyrol
Target group / entry requirements	school heads in training
Aim	- Recognising the importance of staff development at schools - Stimulating the 7 areas of action from C as in " CPD" to P as in "participation" - An overview of the 5 forms of dialogue: positioning & perspective dialogue; counselling dialogue to solve problems; feedback from school head; focus on solutions for confrontation and conflict solving; qualification dialogue - Clarifying roles, solving role conflicts and negotiating an acceptable staff development policy with staff
Learning outcomes	Participants learn about the different forms of dialogue for different occasions in staff development. At the same time they learn about the importance of systematic staff development as a prerequisite for an effective school. Participants develop concepts for staff development in their school. Furthermore, they learn using their own case studies and reflect on the most difficult situations they have personally experienced.
Delivery mode	classroom teaching, coaching
Assessment	The module is part of the training, culminating in project work and a presentation.
Duration	3 days
Certification / credits	1.5 ECTS
Contact person **Email**	Thomas.happ@ph-tirol.ac.at Thomas.weber@ph-tirol.ac.at
Website of institution **Module available at**	www.ph-tirol.ac.at

Country	Poland (3)
Module	**Leaders Direct Educational Change**
Programme	School Leadership – Masters Programme
Training Institution	Stowarzyszenie "Razem dla edukacji"
Target group / entry requirements	educational management teams, headteachers, deputy headteachers
Aim	to present educational change, which is an unavoidable and not always favourable process, in all its complexity; to elucidate the conditions and factors influencing the management of educational change
Learning outcomes	Participants will - identify the changes that influence the functioning of a institutions (The institutions the participants work at will be examined.) - distinguish between the different categories of changes - get acquainted with change models - learn about aspects of human behavioural responses in the situation of change, such as the origin and forms of resistance against change, as well as means to overcome barriers and resistance and methods to convince the unwilling - identify factors influencing the introduction of scheduled changes - learn about effective planning of change - learn about the necessity of developing a school teaching and managing team, involving students, parents and the whole school.
Delivery mode	workshops
Assessment	plenary session: presentation of the changes participants have personally prepared to be introduced
Duration	2 days
Certification / credits	certificate of attendance
Contact person **Email**	kontakt@razemdlaedukacji.pl
Website of institution **Module available at**	www.razemdlaedukacji.pl

Country	Romania (3)
Module	**Quality Management in Education**
Programme	Management programme – in-service training
Training Institution	Casa Corpului Didactic Brasov (The Teachers' Centre Brasov)
Target group / entry requirements	principals, teachers who are members of the school council of administration, local authorities, parents
Aim	This course is designed to implement a quality culture at the level of school organization and administration. It encourages the development of institutional procedures for the assessment, assurance, control and improvement of quality in education.
Learning outcomes	Participants will - develop their diagnostic competency and learn about self-evaluation in institutional environments - learn how to elaborate and implement certain strategies and procedures to ensure quality in education - be able to devise a competitive educational offer at the end of the course and achieve functional skills in applying quality assurance techniques according to the law.
Delivery mode	classroom teaching, workshops and debates on thematic units (1. Legislation on quality assurance in education; 2. Policies and strategies for quality assurance; 3. Standards of authorization, accreditation and periodical assessment; 4. Examples of good practice)
Assessment	Each participant will elaborate and present the strategy of his / her school for quality assurance in education. At the end of the course a second portfolio including all the participants' materials will be created (lesson plans, case studies, observation and self-observation grids, essays).
Duration	40 hours: 10 hours per unit
Certification / credits	certificate of attendance
Contact person **Email**	 ccdbrasov@gmail.com
Website of institution **Module available at**	http://ccdbv.rdsbv.ro http://ccdbv.rdsbv.ro

Country	Slovenia (2)
Module	**Communication in Educational Practice**
Programme	Networks of Learning Schools
Training Institution	The NSLE (National School of Leadership in Education)
Target group / entry requirements	The educational model of the Networks of Learning Schools / preschool institutions is appropriate for all teachers' or preschool teachers' assemblies, headteachers and members of teams for school development. The programme offers new opportunities for learning, co-operation and development to both individuals and schools / preschool institutions.
Aim	- to improve knowledge and skills in the field of communication - to become familiar with some of the most common forms of communication, such as conversations and meetings - to deepen knowledge on the fundamental principles of communication - to address issues that participants will discover when identifying areas of improvement
Learning outcomes	The programme will make an important contribution to better work in schools and therefore establish a possible approach to more effective schools. Participants will find out about the importance of an exchange among the teachers at a school about relevant issues concerning them all and of solving problems together. Teachers' knowledge of so-called general contents with which all teachers are confronted is of equal importance as their progress in the subjects they teach. Among the general contents dealt with are communication, introduction of changes, work with parents, home-class teaching, assessment and evaluation of pupils' knowledge, discipline in the classroom, and co-operation with co-workers.
Delivery mode	- exchange of good practice among teachers / preschool teachers and schools / preschool institutions that participate in education and form the so-called "co-operation network" - educational programmes - cooperative activities - in-service training - professional debates among colleagues - mutual in-class observations - team problem solving
Assessment	- oral assessment - evaluation reports (special form) - internal and external evaluation - professional debates among colleagues
Duration	1 year / 6 meetings for the development teams of the network
Certification / credits	certificate for one year of development and research work
Contact person **Email**	Dr. Justina Erčulj info@solazaravnatelje.si
Website of institution **Module available at**	http://www.solazaravnatelje.si/eng/ http://www.solazaravnatelje.si/eng/index.php?showid=151 http://www.solazaravnatelje.si/index.php?showid=28#komunikacija

Country	Slovenia (3)
Module	**Strategies for Preventing Violence**
Programme	Networks of Learning Schools
Training institution	The NSLE (National School of Leadership in Education)
Target group / entry requirements	The educational model of the Networks of Learning Schools / preschool institutions is appropriate for all teachers' or preschool teachers' assemblies, headteachers and members of teams for school development. The programme offers new opportunities for learning, co-operation and development to both individuals and schools / preschool institutions.
Aim	- to enable participants to deal more effectively and sensitively with violence in kindergartens, primary and secondary schools - to develop strategies for preventing violence - to create a non-violent atmosphere in educational institutions and families
Learning outcomes	Participants will observe the situation at their school and describe what forms of violence exist, what preventive activities are already being carried out and what current practices to cope with violence are like. They will - be given opportunities for self-reflection in relation to violence - learn to take responsibility for a tolerant attitude towards violence - learn about the importance of preventive activities on the one hand and sensible reactions in cases when violence has already occurred - develop strategies for preventing violence and creating a non-violent atmosphere
Delivery mode	- an action plan / strategy for improvements in the prevention of violence - exchange of good practice among teachers teachers and schools / preschool institutions that form the so-called "co-operation network" - educational programmes - cooperative activities - in-service training - professional debates among colleagues - mutual in-class observations - team problem solving In the "network" evaluation, participants in the programme will particularly approve well-selected contents and process-oriented implementation.
Assessment	- oral assessment - evaluation reports (special form) - internal and external evaluation - professional debates among colleagues
Duration	1 year / 6 meetings for the development teams of the network
Certification / credits	A certificate for one year of development and research work
Contact person **Email**	Dr. Justina Erčulj info@solazaravnatelje.si
Website of institution **Module available at**	http://www.solazaravnatelje.si/eng/ http://www.solazaravnatelje.si/eng/index.php?showid=151 http://www.solazaravnatelje.si/index.php?showid=28#nasilje

Country	Turkey (2)
Module	**Implementation of an Integrated Management Information System for Schools**
Programme	Commercial software training
Training Institution	BILSA K12KDS, hardware school programme
Target group / entry requirements	teachers at TAKEV Schools, administrators, students and parents
Aim	BİLSA is a team of more than 1,000 individuals who are committed to the idea of improving education in the K-12 sector. BİLSA works with more than 36,000 institutions and millions of users to focus on a single mission: to create world-class education by transforming the experience of education. Today that means engaging and assessing learners, making their daily lives more convenient and secure, and keeping them informed and aware. It also means giving students more and more information. In short, wherever people are educating, in a K-12 school, a district or a state, we are helping to make it better.
Learning outcomes	Bilsa EMIS is a web-based, open architecture and centralized Education Management Information System. It provides a uniquely integrated application framework that is specifically designed to allow K-12 educational institutions to plan, monitor, schedule and manage the full range of physical and academic resources. Bilsa EMIS can assist district education authorities in analyzing the standardized exam scores of each student in their school. Bilsa EMIS has the capability to electronically receive the exam results from the schools, to chart the scores, to view the individual students that are included within the assessment, and to display pertinent information on each student, such as grades, attendance and more. A question database, examination management, assessment and evaluation, as well as follow-up modules and their transfer to administrators, teachers, students and parents provide connectivity in education.
Delivery mode	blended learning
Assessment	examination, written assignment, visual presentation
Duration	one academic year
Certification / Credits	report cards
Contact person **Email**	Tamer Senyuva info@takev.k12.tr
Website of institution **Module available at**	www.bilsa.com.tr www.k12kds.com www.takevokullari.k12.tr

3c) building appropriate organizational structures

Country	Lithuania (4)
Module	**Creation and Introduction of Self-Evaluation Tools for Schools**
Programme	Organisation of Self-Evaluation at School by Implementing the Project "Creation and Introduction of Self-evaluation Tools for General Education Schools" (institutional level)
Training institution	Kauno pedagogų kvalifikacijos centras (KPKC) (Kaunas Teacher Qualification Centre), Registration Code 193043096, Vytauto Ave 44, Kaunas, LT – 44003, tel./fax: 837 324157, Current Account No LT 354010042500070283
Target group / entry requirements	school teams involved in the project "Creation and Introduction of Self-evaluation Tools for General Education Schools"
Aim	The programme is designed to help participants develop an understanding of the content of self-evaluation instruments and strategies of applying them at school, and to build practical capacities for professional consultation services to schools that are in the process of self-evaluation.
Learning outcomes	Participants will - obtain knowledge of the concept of school self-evaluation tools - gain experience in using school self-evaluation tools - receive recommendations for using self-evaluation tools
Delivery mode	Lectures, group work
Assessment	visual presentation of learning activities
Duration	14 hours, 2 days
Certification / credits	qualification certificate
Contact person **Email**	Laima Gudaitė laima.gudaite@nmva.smm.lt
Website of institution **Module available at**	www. nmva.smm.lt

Country	Russia (1)
Module 1	**Strategic Planning of School Development in Changing Conditions**
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop skills that enable headteachers to foresee and plan school work in changing conditions
Learning outcomes	Participants will be able to - apply the concept of change management - interpret and apply the methodological tools in their own management practices - develop projects and manage them - identify the strengths and weaknesses of their own activities - expand their experience of productive problem solving - increase the efficiency of using human potential
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	Certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Russia (4)
Module	**Monitoring / data collection** (Мониторинг)
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop practical knowledge and skills in the field of data collection, research and administrative decision-making according to its results
Learning outcomes	Participants will be able to: - develop methodological knowledge of school monitoring - organize school monitoring - use the existing research data for decision-making
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Sweden (2)
Module	**Management by Goals and Objectives**
Programme	National Principal Training program
Training Institution	Umeå university Stockholm University Linne University Karlstad University Mälardalen, Örebro, Södertörn Uppsala University
Target group / entry requirements	Participants have to be principals, deputy principals or preschool leaders. The programme is obligatory for new principals since 2011/03/15.
Aim	On completion of the training programme, headteachers shall have the knowledge and skills required to manage the work of realizing the goals of preschools, leisure time centres, schools or adult education institutions, as well as fulfilling the tasks in accordance with the provisions specifically laid down for headteachers in legislation. This applies to both municipal and independent schools.
Learning outcomes	The programme is on advanced level. In total there are 36 objectives / learning outcomes in these three areas: - knowledge and understanding - skills and abilities - assessment abilities and approaches
Delivery mode	The programme runs for three years. Participants are supposed to use 20% of their working time for coursework. In total there are about 30 meeting days. During the meetings there are lectures, seminars and assignments. In between there are assignments. The literature is partly available on a learning platform (website).
Assessment	literature, reports, written examination, classroom visits etc.
Duration	three years, about 30 meeting days, individual work
Certification / credits	30 ECTS
Contact person **Email**	Helene Ärlestig Helene.arlestig@pol.umu.se
Website of institution **Module available at**	http://www.pol.umu.se/cpd/ http://www.skolverket.se/content/1/c6/01/66/40/pdf2254.pdf

Country	Estonia (1)
Module	**Managing the Development of the Organisation**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Managing the development of an organization - Conducting internal evaluation - Cooperation with interest groups and networks development - Shaping the organizational culture and values
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

3d) planning and managing human and material / financial resources

Country	Hungary (1)
Module	**Management of Changes in School**
Programme	Leaders of schools
Training institution	Independent Pedagogic Institution (FÜPI)
Target group / entry requirements	School leaders and deputy school leaders
Aim	The course aims to offer help to schools that are facing professional and structural changes. During the course participants will learn how to implement up-to-date school management without financial or human resource losses.
Learning outcomes	Participants will learn to view school management from a broader and more modern perspective. In the course of the training, financial and economic methods as well as effective management of the inner and the external relationships of the school will be introduced to the participants, who by taking part in the training have the additional benefit of being able to build new professional relationships, in which they can share their experiences and concerns and solve their school management problems together.
Delivery mode	Training including lectures, and interactive exercises
Assessment	Written assignment
Duration	30 hours, 2 days
Certification / credits	Certificate
Contact person **Email**	Gregory Szabo szabo.gregory@gmail.com
Website of institution **Module available at**	www.fupi.hu

Country	Italy – South Tyrol (1)
Module	**Legal Basics for School Heads ("Alles, was Recht ist")**
Programme	School heads
Training institution	*Schulamt* (Local Education Authority)
Target group / entry requirements	school heads (novices)
Aim	New school heads are recruited from the teaching staff. They usually do not have a very deep understanding of the legal aspects of their new work. The training will provide them with basic legal knowledge necessary to lead schools and to face daily problems.
Learning outcomes	Learning the basics of - relevant employment laws for school staff - fiscal law - contract law - disciplinary law - constitutional law – law of the autonomous province of BZ
Delivery mode	Training modules and advice by experts from the school board
Assessment	First compulsory module in the recruitment procedure, following modules along in-service training
Duration	one-day training module and advice throughout the whole school year
Certification / credits	
Contact person **Email**	Helmut.Matha@schule.suedtirol.it Helmut.Matha@provinz.bz.it
Website of institution **Module available at**	http://www.provinz.bz.it/schulamt/

Country	Italy – South Tyrol (3)
Module	**IQES – A Tool for Quality Development and Evaluation in Schools**
Programme	School Leadership – digital (supported) in-service training
Training institution	Local Education Authority Bozen (Bolzano)
Target group / entry requirements	School heads in service who want to conduct internal quality management
Aim	School leaders are in charge of internal quality management (IQM cannot be delegated) but most of them do not have time for this important task and / or lack knowledge of adequate procedures. The Internet Platform IQES provides users with a number of high-quality instruments for the self-evaluation of schools and allows school leaders, teachers and members of internal evaluation work groups to efficiently go about the task.
Learning outcomes	School leaders learn about the quality approach of the largely used IQES instrument/s and gather necessary information. The tools on the platfom enable them to present their summaries in convenient form (chart, graph, table, …) in discussions, group sessions and in-service trainings. Leaders can also use the questionnaires developed by IQES or come up with their own questionnaires to collect data on general processes in their schools.
Delivery mode	Work on the Internet Platform as well in printed form
Assessment	The module is part of an in-service training for school heads.
Duration	Three hours, and consultation on request
Certification / credits	/
Contact person **Email**	Helmut.Matha@schule.suedtirol.it Helmut.Matha@provinz.bz.it
Website of institution **Module available at**	http://www.provinz.bz.it/schulamt/

Country	Russia (2)
Module	**Law in Education** (Право в образовании)
Programme	Modern educational management
Training Institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to impart practical knowledge of: - students' rights and duties - the legal status of teachers and schools - the legal responsibility of all participants of educational processes
Learning outcomes	Participants will be able to - develop normative documents for their schools - draw up and implement contractual relationships with social partners in a proper way - assess possible legal consequences of administrative decisions - use the existing legal basis for the protection of their school's interests and rights.
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Russia (3)
Module	**Economy and Financing in Education** (Экономика и финансы в образовании)
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop practical knowledge of: - effective management - school economy - school financing
Learning outcomes	Participants will be able to: - choose a model of school financing - do economic planning - design a financial plan for a school according to the "Money Follows the Student" principle - mobilize off-budget funding
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Estonia (3)
Module	**Resource Management**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Budget and material basis management - Systematic organization of information
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

3e) ensuring transparent decision-making

Country	Russia (4)
Module	**Monitoring / data collection** (Мониторинг)
Programme	Modern educational management
Training institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to develop practical knowledge and skills in the field of data collection, research and administrative decision-making according to its results
Learning outcomes	Participants will be able to: - develop methodological knowledge of school monitoring - organize school monitoring - use the existing research data for decision-making
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

Country	Poland (2)
Module	**Management is an art. How to become a master?** **THE BASICS TO BEGIN WITH**
Programme	School Leadership – Masters Programme
Training institution	Stowarzyszenie "Razem dla edukacji"
Target group / entry requirements	prospective headteachers, headteachers with little experience, deputy headteachers
Aim	- to explain the ideas of mission, vision, and values, and to make clear that defining and understanding them is a precondition to success - to present the principle of openness and demonstrate its application - to analyze attitudes and behaviour models
Learning outcomes	Participants - will get an understanding of the necessity to precisely define their institution's mission, tailored to the needs and aspirations of their local community - learn that there is no ready and easy way to become a leader - learn that leadership is a challenge consisting in a continual search for a golden mean, in awakening responsibility, and in taking care of people, their development and their success. - learn that leaders are born but can also be made. Leadership capabilities are taught at home, school, university and work.
Delivery mode	workshops
Assessment	active participation; 100% presence in classes
Duration	1 day
Certification / credits	certificate of participation
Contact person **Email**	kontakt@razemdlaedukacji
Website of institution **Module available at**	www.razemdlaedukacji.pl

Domain 4: Working with partners and the external environment

4a) building and maintaining relationships with parents, the wider school community and national / local / school authorities

Country	Poland (1)
Module	**Various Types of Educational Conflicts and Techniques of Solving Them**
Programme	School Leadership – Masters Programme
Training institution	Publishing house and bookshop PROINFO
Target group / entry requirements	prospective headteachers, in-service headteachers and their deputies, teachers and school pedagogical advisors, visiting inspectors, educational administration employees
Aim	to develop and train constructive conflict-solving skills with an emphasis on mediation and negotiation techniques, to identify interpersonal skills in dealing with difficult situations
Learning outcomes	Participants obtain skills to solve problems occurring in their institution (with parents, students, teachers). Headteachers are introduced to mediation as a way of resolving conflicts at school.
Delivery mode	workshops, group discussions, lecture In the workshops participants can share and analyze their personal experiences. In addition, case studies, simulation games, and psychological self-assessment techniques are used. The module also includes group discussions and a theoretical electronically-assisted lecture.
Assessment	active participation in classes, 100% presence
Duration	2 days (16h)
Certification / credits	certificate of attendance
Contact person **Email**	szkolenia@wolterskluwer.pl
Website of institution **Module available at**	http://www.profinfo.pl

4b) cooperating with agencies and organizations / institutions outside the school at local, national or international level

Country	Italy – South Tyrol (2)
Module	**External Evaluation in the German schools of South Tyrol**
Programme	The main goal of the training is to assess and improve the quality of South Tyrol's school system in an independent, law-based approach by means of different forms of evaluation of the efficiency of schools (research at national, international and local level, school visits). Results should give a "photographic" view of the status quo of school quality – if possible by means of triangulated data – and enable school heads and their communities to continue, amplify, intensify or improve the quality of their work by changing missions, decisions and procedures. The results should also be used for in-service training for school heads.
Training institution	*Evaluationsstelle*
Target group / entry requirements	school leaders; representatives from *"Schulräte"* (boards of teachers, parents, students and school leaders)
Aim	School heads as representatives of the autonomous schools have the task to develop their schools. The training is based on a set of criteria defined in the "Quality Framework for the German Schools of South Tyrol", which is the result of an agreement between the Evaluation Board and a series of partners from different branches (politics, education, associations, industry, …). School heads who are in charge of conducting an internal evaluation receive guidelines and can use the information, data and advice given in the report by the Evaluation Board.
Learning outcomes	School heads will be able to conduct an internal evaluation, using the evaluation report to find out what they do well and following its recommendations to plan changes and improvements.
Delivery mode	Written report by the *Evaluationsstelle,* professional conferences *(Konferenzen der Schulführungskräfte)*
Assessment	It is up to the Autonomous Schools (and their school heads) to take part in the training and use the support that goes along with it.
Duration	Periodically in the course of one year
Certification / credits	
Contact person **Email**	Coordinator: Dr. Franz Hilpold franz.hilpold@schule.suedtirol.it
Website of institution **Module available at**	http://www.evaluationsstelle.it/en/evaluation-office/evaluation.html

Country	Slovenia (3)
Module	**Strategies for Preventing Violence**
Programme	Networks of Learning Schools
Training institution	The NSLE (National School of Leadership in Education)
Target group / entry requirements	The educational model of the Networks of Learning Schools / preschool institutions is appropriate for all teachers' or preschool teachers' assemblies, headteachers and members of teams for school development. The programme offers new opportunities for learning, co-operation and development to both individuals and schools / preschool institutions.
Aim	- to enable participants to deal more effectively and sensitively with violence in kindergartens, primary and secondary schools - to develop strategies for preventing violence - to create a non-violent atmosphere in educational institutions and families
Learning outcomes	Participants will observe the situation at their school and describe what forms of violence exist, what preventive activities are already being carried out and what current practices to cope with violence are like. They will - be given opportunities for self-reflection in relation to violence - learn to take responsibility for a tolerant attitude towards violence - learn about the importance of preventive activities on the one hand and sensible reactions in cases when violence has already occurred - develop strategies for preventing violence and creating a non-violent atmosphere
Delivery mode	- an action plan / strategy for improvements in the prevention of violence - exchange of good practice among teachers teachers and schools / preschool institutions that form the so-called "co-operation network" - educational programmes - cooperative activities - in-service training - professional debates among colleagues - mutual in-class observations - team problem solving In the "network" evaluation, participants in the programme will particularly approve well-selected contents and process-oriented implementation.
Assessment	- oral assessment - evaluation reports (special form) - internal and external evaluation - professional debates among colleagues
Duration	1 year / 6 meetings for the development teams of the network
Certification / credits	A certificate for one year of development and research work
Contact person **Email**	Dr. Justina Erčulj info@solazaravnatelje.si
Website of institution **Module available at**	http://www.solazaravnatelje.si/eng/ http://www.solazaravnatelje.si/eng/index.php?showid=151 http://www.solazaravnatelje.si/index.php?showid=28#nasilje

Country	Russia (2)
Module	**Law in Education** (Право в образовании)
Programme	Modern educational management
Training Institution	PKIPKRO (Perm Regional Institute for the Improvement of Professional Skills of Educators)
Target group / entry requirements	school headteachers only; obligatory qualifications for them are: - experience of practical administrative activities in the education system, basic knowledge of the subjects dealt with in the programme - an understanding of the necessity of changes in a modern education system - the ability to use a personal computer and search information on the Internet - the readiness to accept new ideas and to put them into practice
Aim	to impart practical knowledge of: - students' rights and duties - the legal status of teachers and schools - the legal responsibility of all participants of educational processes
Learning outcomes	Participants will be able to - develop normative documents for their schools - draw up and implement contractual relationships with social partners in a proper way - assess possible legal consequences of administrative decisions - use the existing legal basis for the protection of their school's interests and rights.
Delivery mode	- lectures, seminars, workshops - correspondence (homework, study of literature, preparation of documents); workbooks are used
Assessment	independent project work
Duration	3 days (24 hours)
Certification / credits	certificate
Contact person **Email**	Elena Garcia garcia60@mail.ru
Website of institution **Module available at**	http://pkipkro.perm.ru/

4c) networking with other schools

Country	Switzerland
Modules	**Competence Portfolio Development**
Programme	School Leadership and Team Development Programme
Training institution	Institut Unterstrass / Pädagogische Hochschule Zürich and Gesamtschule Unterstrass
Target group / entry requirements	headteachers and school teams (primary incl. kindergarten) interest in the organization of the transition between learning levels
Aim	- to elucidate literacy concepts of different subjects such as mathematics, languages, and sciences concerning dimensions of content and process (competence) - to enable teachers to use literacy concept in order to plan and perform their individual teaching, and to adapt it to the personal learning situation of pupils - to enable headmasters and school teams to organize a coherent transition between learning levels - to enable participants to develop a competence portfolio as an instrument that can be used by the whole school
Learning outcomes	Participants will - describe the different competences (portfolio) - cooperate on the same level and between different levels in order to coordinate teaching goals and processes (weekly preparation for teaching and planning for the whole year) - use the competence portfolio together with their pupils and then use it to inform parents before transition - use individualized instruments for diagnosis and support
Delivery mode	in-service training: working with headmasters and teams workshop at the school level and further collective development
Assessment	evaluation of practice, self-assessment of the pupils and information of parents
Duration	5 days plus practice time
Certification / credits	certificate for in-service training issued by the institute
Contact persons **Email**	Dr. Lutz Oertel l.oertel@bluewin.ch Prof. Dieter Rüttimann dieter.ruettimann@bluewin.ch Mark Plüss mark.pluess@schulehinwil.ch
Website of institution **Module available at**	www.unterstrass.edu www.gesamtschule.ch

Domain 5: Personal development and growth

5a) developing and maintaining leadership competencies through continuous professional development (CPD)

Country	Denmark
Module	**From Teacher to Leader**
Programme	From Teacher to Leader
Training institution	Municipalities and University Colleges
Target group / entry requirements	Teachers with teacher training and experience
Aim	To give teachers a taste of what leadership is like and to give them an opportunity to test themselves in leadership roles
Learning outcomes	This training combines theoretical insights with practical knowledge in ways that have been proved to be very conducive to learning. The training helps teachers to become more knowledgeable on school leadership and acquire important skills before they take on leadership posts.
Delivery mode	A number of school districts / municipalities have collaborated with leader education institutions in planning and carrying through a number of training sequences: Teachers participate in one or more modules of this Leadership Diploma training. The training is many-facetted: Teachers participate in approximately 30 lessons and as part of that do investigations or projects in their own schools. The leaders of the schools serve as their mentors and thus supervise them on the basis of their own very detailed and concrete knowledge of their school.
Assessment	Assessed as part of a diploma programme. It is worth mentioning that this training is not part of a formal selection procedure: The teachers have not applied for or been assigned to school leadership posts prior to taking part in the training.
Duration	1 year
Certification / credits	
Contact person **Email**	Bo Rønne bor@viauc.dk
Website of institution **Module available at**	http://www.viauc.dk/videreuddannelse/ledelse/Sider/Laerertilleder.aspx

Country	Norway
Module	**Leading Learning** (Module 2 of a training consisting of four modules)
Programme	School leadership – The National Programme for Principals
Training Institution	Norwegian University of Science and Technology, Trondheim
Target group / entry requirements	Principals, assistant principals, supervisors, managers, or teachers who want to become principals can apply. The programme is funded by the Norwegian Directorate for Education (Udir), which is also responsible for the acceptance process. Students apply directly to Udir for admission.
Aim	The National Programme for Principals intends to help principals to take responsibility for both management and governance, and to synthesize academic management, personnel management and general management into an integrated whole. In the module "Leading Learning" participants will focus on these aspects of school leadership: - learning and learning theory - the principal as an educational leader - steering quality development - curriculum, curriculum analysis, and the development of local curricula
Learning outcomes	Participants will use the relevant theory to analyze the learning environment at their own schools and to steer further development there. They will also learn how to analyse curricula and how to lead efforts to design and implement local curricula.
Delivery mode	lectures, workshops, individual work Students are divided into four regular groups, and each seminar starts and ends in the group. There is one supervisor / academic staff member who accompanies the same group through all the seven seminars. The supervisors guide their groups in workshops, comment on their work, give them feedback on academic texts, and lead reflection. It is also part of the training to practice skills in role plays, reflection groups, etc.
Assessment	Participants are expected to create a blog, answer two out of three study questions, and write a text which can be either a feature article or a reflection paper related to the blog. Participants' final grade will be based on the assessment of the submitted text and the assessment of the texts submitted in the other three modules of the programme (module 1: reflection note, module 3: paper, module 4: participants' credo of leadership).
Duration	2 x 3 days (Module 2) (The whole programme consists of 4 modules, 7 x 3 days.)
Certification / credits	The National Programme for Principals gives 30 credits in total. The offer is primarily aimed at newly appointed principals, but other people who have leadership tasks or intend to become principals may also apply.
Contact person **Email**	Anne Berit Emstad Anne.emstad@plu.ntnu.no
Website of institution **Module available at**	http://skoleledelse.no/rektorutdanning/

Country	Ireland (1)
Modules	**Research Methodology**
Programme	Post Graduate Diploma in Educational Leadership (Tóraíocht)
Training institution	National University of Ireland Maynooth / Professional Development Service for Teachers
Target group / entry requirements	aspiring school leaders, teachers with four years teaching experience
Aim	The Tóraíocht programme aims to enhance participants' current work and to support their preparation for future senior leadership and management positions. It aims to develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. Since the programme has been inaugurated almost 350 teachers have participated.
Learning outcomes	- Enhanced professional development - Enhanced current leadership work and commitment - Increased ability to deal with the theoretical and practical challenges and opportunities of senior leadership in schools - Development of the understanding, capacities and capabilities necessary for effective school leadership ▫ Reflective Practice ▫ Action Research: professional dialogue ▫ Qualitative & quantitative research skills ▫ Developing skills related to work based leadership and learning
Delivery mode	Four sessions are face-to-face and three are on-line. Each session is 1.5 hours in duration. There is emphasis on peer learning / group discussions on the skills and capabilities needed to be an effective school leader. Modules are delivered nationally in Education Centres and in the university in Maynooth. This allows for participation country-wide.
Assessment	Schedule of assessment for the entire course: 2 essays, a group presentation, a reflective essay, a school-based action research project, an interview Assessment for this module: 2,500 word essay
Duration	All modules in the Post Graduate Diploma in Educational Leadership are of 7 weeks duration.
Certification / credits	2.5 credits
Contact person **Email**	Carmel Lillis clillis@lds21.ie
Website of institution **Modules available**	www.nuim.ie clillis@lds21.ie

Country	Ireland (2)
Modules	**The Person of the Leader: Human and Professional**
Programme	Post Graduate Diploma in Educational Leadership (Tóraíocht)
Training institution	National University of Ireland Maynooth / Professional Development Service for Teachers
Target group / entry requirements	Aspiring school leaders, teachers with four years teaching experience
Aim	The Tóraíocht programme aims to enhance participants' current work and to support their preparation for future senior leadership and management positions. It aims to develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. Since the programme has been inaugurated almost 350 teachers have participated.
Learning outcomes	- Enhanced professional development - Enhanced current leadership work and commitment - Increased ability to deal with the theoretical and practical challenges and opportunities of senior leadership in schools - Development of the understanding, capacities and capabilities necessary for effective school leadership ▫ Philosophical, psychological and sociological understanding of the person ▫ Personal and professional development ▫ Values and the dignity of the human person ▫ Inter/intra personal skills ▫ Personal platform of values and beliefs ▫ Ethics and virtues ▫ Emotional intelligence
Delivery mode	Four sessions are face-to-face and three are on-line. Each session is 1.5 hours in duration. There is emphasis on peer learning / group discussions on the skills and capabilities needed to be an effective school leader. Modules are delivered nationally in Education Centres and in the university in Maynooth. This allows for participation country-wide.
Assessment	Schedule of assessment for the entire course: 2 essays, a group presentation, a reflective essay, a school-based action research project, an interview Assessment for this module: 3,000 word reflective essay
Duration	All modules in the Post Graduate Diploma in Educational Leadership are of 7 weeks duration.
Certification / credits	7.5 credits
Contact person **Email**	Carmel Lillis clillis@lds21.ie
Website of institution **Modules available**	www.nuim.ie clillis@lds21.ie

Country	Estonia (4)
Module	**Self-Management**
Programme	High level management in Estonian Schools
Training institution	Haridus – ja Teadusministeerium
Target group / entry requirements	School heads, heads of education on the national and local level
Aim	The purpose of this self-learning online course is to assist school leaders in the major fields of educational leadership.
Learning outcomes	The participants will get insights into the following aspects of leadership: - Self-evaluation - Personal professional development
Delivery mode	Online training course
Assessment	Online self-assessment
Duration	Independent
Certification / credits	/
Contact person **Email**	Kadri Peterson, Maie Kitsing maie.kitsing@hm.ee
Website of institution **Module available at**	http://www.hm.ee http://www.leadership-in-education.eu

5b) building peer networks at local, national or international level

Country	Romania (2)
Module	**Ethics and Professional Deontology**
Programme	Educational programme – in-service training
Training institution	Casa Corpului Didactic Brasov (The Teachers' Centre Brasov)
Target group / entry requirements	teachers working in pre-university education
Aim	This course is designed to build specific competences for approaching certain issues of applied ethics and deontology in order to enable teachers to develop young people's aptitudes in moral and civic education.
Learning outcomes	Participants will - analyze social reality, starting from the understanding of society as a system - contextually differentiate between the connotations of the words "moral", "immoral" and "amoral" - compare the words "ethic" and "moral", starting from concrete situations, and explain their significance - distinguish between ethics and professional deontology - outline the characteristics of a good teacher and describe how they implement their "profession of faith"
Delivery mode	lectures and various activities, such as examining case studies, analyzing didactic films, doing role plays, and working in teams on the thematic units (1. Conceptual clarifications; 2. General norms of professional behaviour; 3. Case studies / Examples of good practice)
Assessment	Each participant will elaborate an individual portfolio and a grid with an assessment of stages. At the end of the course a second portfolio including all the participants' materials will be created (lesson plans, case studies, observation and self-observation grids, essays).
Duration	40 hours – 10 days with 4 hours of training each
Certification / credits	certificate of attendance
Contact person **Email**	 ccdbrasov@gmail.com
Website of institution **Module available at**	http://ccdbv.rdsbv.ro http://ccdbv.rdsbv.ro

Country	Poland (2)
Module	**Management is an art. How to become a master?** **THE BASICS TO BEGIN WITH**
Programme	School Leadership – Masters Programme
Training institution	Stowarzyszenie "Razem dla edukacji"
Target group / **entry requirements**	prospective headteachers, headteachers with little experience, deputy headteachers
Aim	- to explain the ideas of mission, vision, and values, and to make clear that defining and understanding them is a precondition to success - to present the principle of openness and demonstrate its application - to analyze attitudes and behaviour models
Learning outcomes	Participants - will get an understanding of the necessity to precisely define their institution's mission, tailored to the needs and aspirations of their local community - learn that there is no ready and easy way to become a leader - learn that leadership is a challenge consisting in a continual search for a golden mean, in awakening responsibility, and in taking care of people, their development and their success. - learn that leaders are born but can also be made. Leadership capabilities are taught at home, school, university and work.
Delivery mode	workshops
Assessment	active participation; 100% presence in classes
Duration	1 day
Certification / credits	certificate of participation
Contact person **Email**	kontakt@razemdlaedukacji
Website of institution **Module available at**	www.razemdlaedukacji.pl

Country	Lithuania (3)
Module	**Creation and Introduction of Self-Evaluation Tools for Schools**
Programme	Training of Consultants for School Self-Evaluation (institutional level)
Training institution	Kauno pedagogų kvalifikacijos centras (KPKC) (Kaunas Teacher Qualification Centre), Registration Code 193043096, Vytauto Ave 44, Kaunas, LT – 44003, tel./fax: 837 324157
Target group / entry requirements	consultants for school self-evaluation
Aim	The programme is designed to provide participants with possibilities to obtain knowledge in the area of school self-evaluation and consulting, to develop an understanding of the content of self-evaluation instruments and strategies of applying them at school, and to build practical capacities for professional consultation services to schools that are in the process of self-evaluation.
Learning outcomes	Participants will - develop understanding and obtain knowledge of the diversity of evaluation theories - experience school self-evaluation abroad - obtain knowledge of the concept of school self-evaluation tools - obtain knowledge of consulting concepts and develop an understanding of the consultant's role in the process of school self-evaluation - be able to build consultative relationships - be able to manage the consultation process at school - learn about techniques of group management and be able to apply them - be able to use moderation techniques - learn about the school self-evaluation tool packages and receive recommendations for their use - gain experience of the practical use of school self-evaluation tools - obtain knowledge of the functions of consultants and be able to fulfill these functions
Delivery mode	lectures, experiential training, group work
Assessment	visual presentation of learning activities
Duration	96 hours, 14 days
Certification / credits	qualification certificate, consultant's certificate
Contact person **Email**	Laima Gudaitė laima.gudaite@nmva.smm.lt
Website of institution **Module available at**	www.nmva.smm.lt

Country	Switzerland
Modules	**Competence Portfolio Development**
Programme	School Leadership and Team Development Programme
Training institution	Institut Unterstrass / Pädagogische Hochschule Zürich and Gesamtschule Unterstrass
Target group / entry requirements	headteachers and school teams (primary incl. kindergarten) interest in the organization of the transition between learning levels
Aim	- to elucidate literacy concepts of different subjects such as mathematics, languages, and sciences concerning dimensions of content and process (competence) - to enable teachers to use literacy concept in order to plan and perform their individual teaching, and to adapt it to the personal learning situation of pupils - to enable headmasters and school teams to organize a coherent transition between learning levels - to enable participants to develop a competence portfolio as an instrument that can be used by the whole school
Learning outcomes	Participants will - describe the different competences (portfolio) - cooperate on the same level and between different levels in order to coordinate teaching goals and processes (weekly preparation for teaching and planning for the whole year) - use the competence portfolio together with their pupils and then use it to inform parents before transition - use individualized instruments for diagnosis and support
Delivery mode	in-service training: working with headmasters and teams workshop at the school level and further collective development
Assessment	evaluation of practice, self-assessment of the pupils and information of parents
Duration	5 days plus practice time
Certification / credits	certificate for in-service training issued by the institute
Contact persons **Email**	Dr. Lutz Oertel l.oertel@bluewin.ch Prof. Dieter Rüttimann dieter.ruettimann@bluewin.ch Mark Plüss mark.pluess@schulehinwil.ch
Website of institution **Module available at**	www.unterstrass.edu www.gesamtschule.ch

Modules for other educational target groups

I. Pre-school

Country	Greece (1)
Module	**Leadership in Education** Course Code SPA 113
Programme	Kindergarten Teacher Training School
Training institution	University of Crete School of Education, Department of Preschool Education
Target group / entry requirements	5th or 7th semester
Aim	To familiarize students with leadership research areas, such as the meaning of leadership, the leader as a person, effective leadership in education, leadership theories and perspectives (former and recent trends, i.e. distributed, ethical, authentic leadership, etc.) and their applications in education, female leadership in preschool education, the educational leadership field in Greece, etc.
Learning outcomes	a. To provide students with a sound theoretical background on leadership issues b. To enable them to conduct small-scale research on leadership areas in educational settings c. To understand, embrace and apply major leading practices in their future working environments
Delivery mode	Lectures, small-scale research projects in teams of 3 or 4, presentation and discussion of findings in class
Assessment	Students are evaluated for their overall participation in the research activities (in each session). They are also assessed for the research skills they demonstrate in the participatory research projects as well as for their cooperation and interpersonal skills.
Duration	One semester (winter semester)
Certification / credits	7 ECTS
Contact person **Email**	Dr Eleftheria Argyropoulou, Lecturer eargirop@edc.uoc.gr
Website of institution **Module available at**	http://www.edc.uoc.gr/ptpe.idex.php http://www.edc.uoc.gr/ptpe/attachments/article/455/english-outlines.pdf

Country	Greece (2)
Module	**Organization and Management in Education** Course Code PAI 121
Programme	Kindergarten Teacher Training School
Training institution	University of Crete School of Education, Department of Preschool Education
Target group / entry requirements	5th or 7th semester
Aim	The course includes an initial familiarization of the students with the content and meaning of the major terms of educational management and the study of the organizational structure and administrative procedures within the educational system, the importance and implementation of the Greek Educational Law, the functions of management in educational settings, the policies and the rationale behind major governmental decisions and practices, etc. Moreover, an attempt is made to introduce students to management and leadership in practice through simulation of real school situations.
Learning outcomes	To familiarize students with a wide spectrum of learning and research in the area of organization and management in education. Emphasis is placed on the management and leadership skills necessary for preschool education. Students are expected to learn how to perform managing and leading qualities in a variety of situations, such as the introduction and implementation of change, school networking, the implementation of intervention and / or transition programmes, etc.
Delivery mode	Lectures, group projects, discussion / study on given scenarios (management and leadership options and decision-making in virtual situations, etc.)
Assessment	Final written exam on a given scenario. Students are asked to study and assess the situation by applying what they have learned in class.
Duration	One semester (winter semester)
Certification / credits	4 ECTS
Contact person **Email**	Dr Eleftheria Argyropoulou, Lecturer eargirop@edc.uoc.gr
Website of institution **Module available at**	http://www.edc.uoc.gr/ptpe.idex.php http://www.edc.uoc.gr/ptpe/attachments/article/455/english-outlines.pdf

Country	Greece (3)
Module	**Economics and Planning in education** Course Code: PAI 124
Programme	Kindergarten Teacher Training School
Training institution	University of Crete School of Education, Department of Preschool Education
Target group / entry requirements	6th and 8th semester
Aim	The course aims at familiarizing students with knowledge and skills necessary for the efficiency and effectiveness of schools with regard to the fact that education is a form of investment (for both the student and the state)
Learning outcomes	At the end of the course, students are expected to have developed basic knowledge and understanding of: a. economic concepts and principles related to education, the role of the state in the economy, the funding of education, the impact of education on the professional development of manpower, the need for human resources and professional development, the cost-benefit analysis and / or the cost-effectiveness analysis with regard to educational issues b. issues on planning and programming (aspects and / or methods), programming as a managerial function (with emphasis on education and, more specifically, preschool education), the content, importance and implications of kindergarten initiatives worldwide and the experience gained from their implementation, the idea of longitudinal research in the economics of education c. issues relating to the financial management of kindergartens and the role and function of the School Committee in Greek state schools
Delivery mode	Lectures, group projects, discussion on project outcomes
Assessment	Written final exam, small collaborative project work throughout the semester
Duration	One semester
Certification / credits	4 ECTS
Contact person **Email**	Dr Eleftheria Argyropoulou, Lecturer eargirop@edc.uoc.gr
Website of institution **Module available at**	http://www.edc.uoc.gr/ptpe.index.php http://www.edc.uoc.gr/ptpe/attachments/article/455/english-outlines.pdf

II. School inspectorates

Country	Lithuania (1)
Module	**School Supervision and Consulting in Municipalities of Estonia and Finland**
Programme	(The programme is being implemented outside the territory of the Republic of Lithuania.)
Training institution	Nacionalinė mokyklų vertinimo agentūra (NMVA) (National Agency for School Evaluation), Registration Code. 300529070, Didlaukio St. 82, Vilnius, LT – 08303, tel./fax: 85 27 11 602
Target group / entry requirements	Specialists from municipal education departments, divisions and subdivisions and employees of the education administration
Aim	The programme aims to improve the expert and consultative capacities of specialists from municipal education departments, divisions and subdivisions. It is designed to give a practical introduction to school supervision and consulting in municipalities of Estonia and Finland.
Learning outcomes	Improved expert and consultative capacities, knowledge gained in the areas of school supervision and school consulting practice in municipalities of Estonia and Finland as well as sharing of experiences with Lithuanian education specialists.
Delivery mode	Educational visit, traineeship
Assessment	Visual representation of learning activities
Duration	30 hours (11 hours of theory, 12 hours of practice and 7 hours of individual work)
Certification / credits	qualification certificate
Contact person **Email**	Vida Kamenskienė vida.kamenskiene@nmva.smm.lt
Website of institution **Module available at**	www.nmva.smm.lt

Country	Lithuania (2)
Module	**School Evaluation and Consulting in Municipalities of Central European countries and the United Kingdom**
Programme	(The programme is being implemented outside the territory of the Republic of Lithuania.)
Training institution	Nacionalinė mokyklų vertinimo agentūra (NMVA) (National Agency for School Evaluation), Registration Code. 300529070, Didlaukio St. 82, Vilnius, LT – 08303, tel./fax: 85 27 11 602
Target group / entry requirements	specialists from municipal education departments, divisions and subdivisions and employees of the education administration
Aim	This programme is designed to improve expert and consultative capacities of specialists from municipal education departments, divisions and subdivisions, and to give a practical introduction to school supervision and consulting in municipalities of Poland, Germany and the United Kingdom.
Learning outcomes	Participants will improve their competencies in communication and change management: - They will be able to draft and write reports on school evaluation and consulting models in municipalities of Poland, Germany and the United Kingdom. - They will obtain knowledge about data-based management and will identify changes beneficial to the school in the country they have visited.
Delivery mode	educational visit, traineeship
Assessment	visual presentation of learning activities
Duration	40 hours (16 hours of theory, 16 hours of practice and 8 hours of individual work)
Certification / credits	qualification certificate
Contact person **Email**	Vida Kamenskienė vida.kamenskiene@nmva.smm.lt
Website of institution **Module available at**	www.nmva.smm.lt

List of modules by country

Austria (1)	Conflict Management
Austria (2)	Staff Development
Denmark	From Teacher to Leader
Estonia (1)	Managing the Development of the Organization
Estonia (2)	Personnel Management
Estonia (3)	Resource Management
Estonia (4)	Self-Management
Estonia (5)	Shaping the Study Environment
Germany	(See separate file)
Greece (1)	Leadership in Education
Greece (2)	Organization and Management in Education
Greece (3)	Economics and Planning in Education
Hungary (1)	Management of Changes in School
Hungary (2)	Project Manager Training
Iceland	School Development and Evaluation
Ireland (1)	Research Methodology
Ireland (2)	The Person of the Leader: Human and Professional
Ireland (3)	The Enterprise of Education
Ireland (4)	Leading Learning
Ireland (5)	Leading People
Ireland (6)	Leading the Organization
Italy (1)	Legal Basics for School Heads
Italy (2)	External Evaluation in the German Schools of South Tyrol
Italy (3)	IQES – A Tool for Quality Development and Evaluation in Schools
Lithuania (1)	School Supervision and Consulting in Municipalities of Estonia and Finland
Lithuania (2)	School Evaluation and Consulting in Municipalities of Central European Countries and the United Kingdom
Lithuania (3)	Creation and Introduction of Self-Evaluation Tools for Schools (for consultants)
Lithuania (4)	Creation and Introduction of Self-Evaluation Tools for Schools (for school teams)
Norway	Leading Learning (Module 2)
Poland (1)	Various Types of Educational Conflicts and Techniques of Solving them
Poland (2)	Management is an Art. How to become a Master? THE BASICS TO BEGIN
Poland (3)	Leaders Direct Educational Change
Romania (1)	Active Methods of Teaching-Learning Evaluation
Romania (2)	Ethics and Professional Deontology
Romania (3)	Quality Management in Education
Russia (1)	Strategic Planning in Changing Conditions
Russia (2)	Law in Education
Russia (3)	Economy and Financing in Education
Russia (4)	Monitoring / Data Collection
Slovenia (1)	Classroom Management
Slovenia (2)	Communication in Educational Practice
Slovenia (3)	Strategies for Preventing Violence
Spain (1)	Educational Organization and Regulation
Spain (2)	Quality Management in Schools
Spain (3)	Pedagogical and Social Resources Management
Sweden (1)	Legislation on Schools and the Role of Exercising the Functions of an Authority
Sweden (2)	Management by Goals and Objectives
Sweden (3)	School Leadership
Switzerland	Competence Portfolio Development
Turkey (1)	Communication, E-Schooling, Live-Training
Turkey (2)	Implementation of an Integrated Management Information System for Schools

Concepts and good practice

Introduction

As well as the domains and modules, it was quickly evident from network discussion that several partners could provide examples of good practise in the areas of leadership and leadership development. While not strictly part of the original aims which focussed on leadership development modules, it was felt that these provided important material that could inform practitioners and policy makers in other European countries.

Network partners from Austria, Spain, Hungary, Ireland, Italy (South Tyrol) and Estonia have – in addition to the country reports – explored important themes and initiatives of school leadership. The reports represent findings on concepts and good practice examples which have already been implemented in different countries. Subsequently, interpretation and recommendations are part of the analysis of the data.

1. Staff development and conflict management (AT)
The Austrian partner developed and evaluated a questionnaire sent out to all network partners. The results are compiled in a brief report as well as listed separately in detail.

2. Community relations and public private partnerships (ES)
A questionnaire on this theme was also distributed to all network partners. The results of the survey are listed with a brief conclusion on each topic.

3. Comparative analysis of leadership types in Hungary (HU)
To simplify the approach towards their topic and give it a structure, the Hungarian partner first compared leadership types at national level before moving on to the comparison of leadership types in Europe, based on the *Country Reports*.

4. New initiatives in school leadership training (IE)
This report lists brief descriptions of new initiatives of leadership training throughout Europe, collected by questionnaire from all network partners.

5. Evaluation of quality in schools (IT)
On the basis of a survey the Italian partner, analysed essential aspects of leadership that influence decision-making in the educational sector.

6. Qualification of leadership teams (EE)
The Estonian partner developed a web presentation on the qualification of leadership teams which can be accessed at the project website www.leadership-in-education.eu.

These good practice examples are clearly linked to the domains of the framework, as shown in the following table:

Domain	Good practice example
Political and cultural expectations and their translation into internal meaning and direction	Evaluation of quality in schools (IT) Qualification of leadership teams (EE) New initiatives in school leadership training (IE)
Understanding and empowering teachers and other staff	Staff development and conflict management (AT)
Structuring and culturing schools	Evaluation of quality in schools (IT)
Working with partners and the external environment	Community relations and public private partnerships (ES)
Personal development and growth	Comparative analysis of leadership types in Hungary (HU) New initiatives in school leadership training (IE) Qualification of leadership teams (EE)

As can be seen in the table, each good practice example relates directly to one or more of the leadership domains established in the framework. For example, the increased demands on schools from policy and society lead directly to the need for quality evaluation and to more highly qualified leadership teams, as studied by the Austrian, Irish and Estonian partners in their good practice examples.

Staff development and conflict management, as studied in the Austrian example, is key to empowering school staff, the topic of the second domain. In order to structure and culture schools, as demanded by domain 3, the schools need to know where their strengths and weaknesses lie, and to continually monitor progress. The good practice example produced by the network's Italian partners on evaluating school quality is therefore central to this domain.

The Spanish partner produced a questionnaire on community relations and public private partnerships, a factor that is central to domain 4, working with partners and the external environment. Finally, personal growth and development (domain 5) are addressed to leadership development as discussed in the examples from the Irish and Estonian partners, while the Hungarian example relates directly to the types of leadership required, and thus to the types of personal growth and development necessary.

Staff Development and Conflict Management

Focus: Human Resources & Conflict Management

Preliminary Comments

The National Reports (c.f. Synopsis) provided little information on the theme and for this reason a short survey with all partners and tandem partners was carried out in February, 2010. The results have been compiled, although it must be stated that not all partners participated. The second reason for the incomplete state of the document is that the timeframe set for collecting information and for discussions was too short.

Differing reference systems and structures also impeded clarity.

18 partners and tandem Partners participated in the survey.

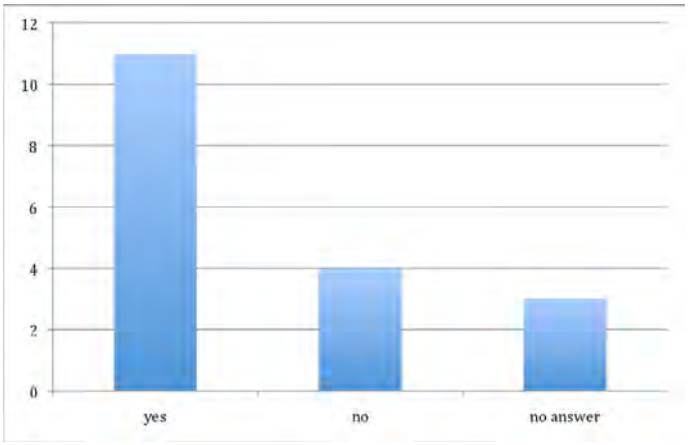
Partners: Denmark, Germany, Norway, Spain, Slovenia, Romania, Poland, Italy, Estonia, Ireland, Swiss, Turkey, Austria.

Tandem partners: Malta, Lithuania, Hungary, Czech Republic, Greece.

1. Result

In principle it can be stated that conflict management and human resource development (in combination or separately) are key issues in training systems for educational leaders. (mentioned 11 times)

Solid discussions in theory and practice are frequently mentioned, although the supporting systems vary.



Is the field of "staff development and conflict management" part of this concept for school head qualification?

2. Result (Overview of Modules for Human Resource Development & Conflict Management)

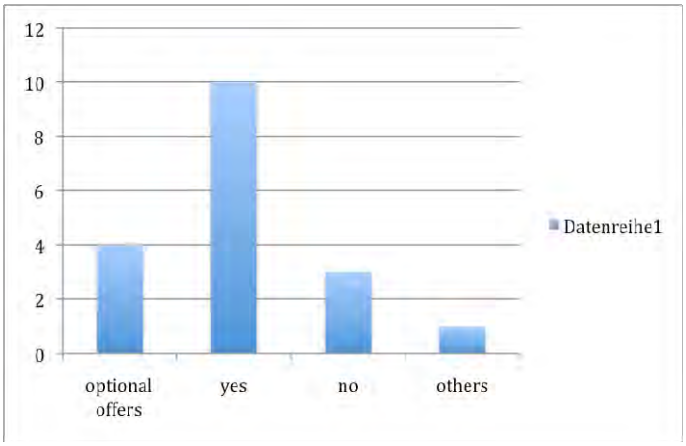
In the area of conflict management almost all refer to the work with case studies and in the area of human resource development the statements refer clearly to "Potential Analysis".

Details are included in Appendix 1 (interpretation of questionnaire), point 5.

Differentiated information was provided by Germany, Switzerland and Slovenia thus providing good practice examples.

3. Result (CPD)

CPD provision varies from country to country. Both areas are important themes, but in some countries provision needs to be further developed. (e.g. coaching for school heads is not frequently provided and mediation is considered to be forward-looking but not yet fully developed).



Is there a concept for staff development and conflict management in further education for school leadership in your country?

Result 4

Some countries offer varying provision, which is structured as a network. Thus, Germany provides a practical tool on the Lower Saxony Educational Server. Further courses and networks such as the Leadership Academy in Austria or the special university provision (e.g. in Switzerland) or research work (e.g. school for principals in Slovenia) are mentioned.

Both areas are structured within public CPD provision (Denmark) and special techniques (e.g. restorative techniques/Hungary) offered in addition. The good practice examples are to be found in Appendix 1, Question 7. Further information provided is to be found summarized in Appendix 1, Question 8.

Summary

In the area of qualifications for pedagogic leadership more than half of the countries, which provided answers (11 out of 18), have structured initial and CPD courses. Within the courses, there are modules for Human Resource Development and Conflict Management, which vary considerably. Germany and Switzerland provide the good practice example with regard to content and methodology.
www.schulleitungssymposium.net

Interesting models are described by Slovenia "restorative technique" and Hungary (see Appendix 1, footnote 3).

Austria offers a form of collegial advice organised in peer groups (see Appendix 2), which is a good practice example within the framework of national training for pedagogic leaders. A further good practice example in Austria is the Leadership Academy (c.f. National Report for Austria).

Questionnaire

The Making of: Leadership in Education

A European Qualification Network for Effective School Leadership
141730-2008-LLP-DE-COMENIUS-CNW

Dear partners and colleagues,

Referring to work package 6 of the application, we are compiling a collective summary in the field of school head qualification of all involved partners and tandem partners for our mutual EU project „The Making of: Leadership in Education".
We are asking for your support and help to answer the questions below as accurately as possible. We request you to please return the completed questionnaire in due time as we are asked to deliver the collective summary by mid-March 2010 to NiLS.
Our focus of interest is especially the field "staff development and conflict management": possible short descriptions of examples of good practice are very welcome.

Thank you very much for the timely and good completion of the questionnaire!
(Please tick where applicable)

1. **Do you have a national concept for qualifying school heads in your country?**
   ☐ yes ☐ no ☐ under progress

2. **Qualifications for school heads are**
   ☐ Obligatory and prior to job application
   ☐ Obligatory and in-service training

   ☐ Voluntary, prior to job
   ☐ Voluntary in-service training in the first years of job occupation
   (Please tick if available)

3. **Parameters for qualifying school heads** (in case of existence)

   a) Volume/time/duration (in hours):

   b) Modules (number of, duration, title):

   c) organised / offered by:

The Making of: Leadership in Education
A European Qualification Network for Effective School Leadership
141730-2008-LLP-DE-COMENIUS-CNW

4. **Is the field of „staff development and conflict management" part of this concept for school head qualification?**
   ☐ yes ☐ no

5. **What does this field „staff development and conflict management" include?**
   Short description of the contents and methods of learning:

   a) Contents of learning (e.g. appraisal interviews, feedback, analysis of potential…):

   b) Methods of learning (e.g. role play…):

   c) Short description of performance (e.g. blended learning, self-study, project work, mentoring programme…):

6. **Is there a concept for staff development and conflict management in further education for school leadership in your country?**
   ☐ yes ☐ no ☐ optional offers

7. **For the field of „staff development and conflict management" we would like to offer the following good practice examples for qualification of school heads:**

8. **Further comments on the topic of qualification of school heads in the field of "staff development and conflict management":**

Community Relations and Public Private Partnerships

Part A

Internal relations (the headteacher-school leader – or managing team with the other members of the community)

A1. Students

Spain
- They are represented in the School Board (or School Council), in Secondary Education
- There is a representative for each class, who attends meetings called by the headteacher or a member of the managing team.

Malta
- They are represented in the School Council and Student Council.

Germany
- They are represented in the School Board (Schulvorstand) 1:1:2 (students-parents-teachers). This is a decision making body chaired by the head teacher.
- They are represented in the general conference (all teachers, students and parents represented); this meeting has only a limited range of responsibilities.
- They have their own board, in which there is a representative for each class. Here they elect their delegates for the School Board and the Conference. Usually the representatives have regular meetings with the Head to discuss their issues.
- They also send representatives to meetings at communal, regional and state level.
- (Each level elects new representatives)

Ireland
- At Post Primary level, students are represented by a student council with elected students from each year group. They are consulted on policies etc. but are not represented on the Board of Management of the school.

In Lithuania:
- The Conference (Meeting) of Pupils is the supreme body of pupils' self-governance at school. Delegates elected at the class meetings participate in the work of the Conference.
- The Parliament of Pupils at school is a standing self-governing body of pupils,
- Students have got representatives in the School Council.
- There is a representative elected in each class, who represents pupils of the class.
- There are other pupils' self-governance bodies besides the Parliament of Pupils in schools, e.g. the Monitors' Board etc, representatives of which are involved in working groups to develop school documentation (the strategic plan, annual activity programme, curriculum, event planning, etc).
- Special teams (e.g. "Team of Conscience" arranges various preventive activities) are formed to perform target tasks.

Poland
- Students / pupils are guaranteed the right to create their own students' council and presenting their attitude, expressing their opinion on matters connected with school/ organisation functioning.

Romania
- The students are represented in the School Board (the Administration Council)
- The students have their own structure of school management (the Students' Council). They have periodical meetings with the school head.

Greece
- There are three representatives of the students' committee present during teachers' board meetings (called by the head teacher), only when students' behaviour matters are discussed. This is a procedure only for Secondary Education.

Austria
- They are represented in the School Council. In the School Council there are three students, three parent representatives and three teachers. The school head conducts the business of the council, but has no right to vote.
- The School Council is obliged to meet once a term and meets more often where the necessity is given.
- Each class in a school has a class representative and this body elects the three representatives.

Denmark
- They are represented in the School Board elected from the Students' Council

Estonia
- They are represented in the School Students Board
- Sometimes they are represented in the School Governing Board (school decides)

Summary of the compilation A1

It seems that in most countries the students are represented in the School Council and have a representative from each class, in order to discuss matters with the managing team / head teacher. In many countries Students have their own organizations, like Students' Councils, Conferences of Students or School Students Boards working at school.

A2. Parents / families:

Spain
- They are represented in the School Board (or School Council)
- They have their own associations, called AMPA, – which have a direct relation with the managing team to whom their make proposals.

Malta
- They are represented in the School Council
- They have their own associations, called PA, – which have a direct relation with the senior management team.

Germany
- They are represented in the School Board (Schulvorstand) 1:1:2 (students-parents-teachers). This is the decision making body, with the head in the chair.
- They are represented in the general conference (all teachers, students and parents represented); this meeting has only a limited range of responsibilities.
- They have their own board, in which there are one or two representatives for each class. Here they elect their delegates for the School Board and the Conference. Usually the representatives have regular meetings with the Head to discuss their issues and make proposals.
- They also send representatives to meetings at communal, regional and state level.
- (Each level elects new representatives)

Ireland
- Parents are represented in the school Board of Management and usually each school has a Parent's Council who meet regularly with the school authorities. They are consulted about policy issues in the school. Parents are also encouraged to join a Parent's Association in each school which is affiliated to the National Parent's Council. The Council advises parents on school related issues.

Lithuania
- They are represented in the School Council (the number of parents/ guardians in the School Council varies depending on the size of a school
- There is a Parents' Committee representing the Committees of the different classes
- There is a movement of proactive parents in Lithuania.

Poland
- Parents are entitled to create the Parents' Council at each school level. The members are selected via secret voting
- A representative of the Council participates In Teachers' Council meetings
- The headmaster is obliged to inform the Parents' Council about every pupil accident that has happened at school.

Romania
- The parents are represented on the School Board (the Administration Council)
- They have their own associations called Parents' Representative Committees. They have a direct relationship with the managing team to whom their make proposals.

Greece
- They have their own associations, which have a direct relation with the managing team to whom their make proposals, but they do not participate in the school management.

Austria
- They are represented in the School Council. In the School Council there are three students, three parent representatives and three teachers. The school head conducts the business of the council, but has no right to vote.
- The School Council is obliged to meet once a term and meets more often where the necessity is given.
- Each school has a parents' association, which is voluntary. The association elects three members to be representatives in the School Council.

Denmark
- They are represented in the School Board and have the majority here
- They have their own associations, called 'School and Society'

Estonia
- They are represented on the School Governing Board

Summary of the compilation A2

Parents are represented on the School Council in a greater or lesser number, depending on the country. They usually have their own associations which have a direct relationship with the managing team .

A3. Teaching staff

Spain

- They are represented in the School Board (or School Council)
- They meet, at least, once a term or whenever the head teacher calls a meeting to discuss matters in an assembly.
- They are represented by their Head of Department (Secondary Education) or by the Cycle Coordinator (Primary Education) in a weekly meeting with the head teacher to discuss the pedagogical coordination of the school.
- They are tutors (those who are not Head of department) and meet the Head of Studies (member of the managing team) and the Head of the Counselling Department to coordinate the tutorial plan.
- The head teacher is their boss.

Malta

- They are represented in the School Council
- They meet at least once a week or whenever the head teacher calls a meeting to discuss matters in subject meetings and staff briefings.
- They are represented by their Head of Department in regular meetings with the head teacher.

Germany

- They are represented in the School Board (Schulvorstand) 1:1:2 (students-parents-teachers). This is the decision making body with the Head in the chair.

- They are represented in the general conference (all teachers, students and parents represented); this meeting has only a limited range of responsibilities.
- The Heads of Department hold meetings in their departments to agree on the syllabus and the money allotted to them; the Head calls them to discuss the school policies with them.
- The head teacher is the boss of the teaching staff
- They have – by law - their own representation (Personalvertretung).
- The representatives of this board are elected by all teachers (the number depends on the size of the staff). They participate in various staff and school matters (selection of new staff e.g.).
- They have regular meetings with the Head to discuss their issues and make proposals.
- There are representatives at communal, regional and state level, elected from lists of unions and professional organisations.

Ireland

- Teachers are represented on the Boards of Management of schools.
- Teachers meet regularly as a whole staff group to plan and coordinate the smooth running of the school. Teachers who have managerial and leadership duties outside of their teaching duties are known as Assistant Principals and Special Duties teachers and these would usually have weekly meetings with the Principal and Deputy Principal.

Lithuania

- They are represented in the School Council.
- The Council of Teachers is a permanent self-governing institution of schools that deals with various issues of the teachers' professional and general development.
- There function Methodological Groups of Teachers (formed on the basis either of similar subjects of instruction or uniting tutors) and Methodological Councils (formed of Chairmen of Heads of Methodological Groups, the whole school management staff and sometimes including teachers having the highest qualify-cation category).
- The Deputy Head Teacher or the Head of the Department is their boss. They are subordinate to the Head Teacher.
- The Managerial Council including a Tutor from each level of grades, a Social Pedagogue and School Management address problems of education and conduct in classes, and make suggestions for improvement of the education process with every particular class.

Poland
- Teachers constitute the Pedagogical Council. The Council includes all the teachers employed in a given school. The President of the Council is the Headmaster.
- The Teachers' Council issues opinions on several matters like projects of school organisation, including weekly lessons and additional activities timetables, school finance plan project.

Romania
- They are represented in the School Board (the Administration Council).
- They meet whenever the head teacher calls a meeting to discuss matters in an assembly (the Teachers' Council).
- The staff teaching related subjects belonging to the same curricular area are organized in departments led by a head of department.

Greece
- The School Teachers' Board is the most important body in the management of the school. Legally, they form a collective administrative body, which holds its meetings regularly throughout the school year and makes decisions on school matters. It is summoned by the head teacher, who also presides over its sessions.

Austria
- They are represented in the School Council. In the School Council there are three students, three parent representatives and three teachers. The school head conducts the business of the council, but has no right to vote.
- The School Council is obliged to meet once a term and meets more often where the necessity is given.
- The staff of a school elects members for the School Council.
- The members of the School Council must be teachers, but may have a function such as head of department.

Denmark
- They are represented (2 teachers) in the School Board
- They meet at least twice a year or whenever the head teacher calls a meeting to discuss matters in an assembly and this meeting is advisory only to the school leader and with no formal power.

Estonia
- They are represented on the School Governing Board.
- They meet at least once a term or whenever the head teacher calls a meeting to discuss matters in an assembly; By the law and regulation a school board (consist of pedagogues and head teacher) has special tasks and responsibilities.

Summary of the compilation A3

Teachers have representatives in the School Council, School Board or School Governing Board. They usually meet the managing team whenever the headteacher calls a meeting, either to coordinate the smooth running of the School, Pedagogical aspects or organizational matters. They generally have heads (of department, of cycle) who organize and coordinate their work.

A4. Staff belonging to administration and services

Spain
- They are represented in the School Board (or School Council).
- They have a direct relationship with the secretary (member of the managing team) who is their boss.
- In Primary Schools they are employed by the local councils. In Secondary Schools they are civil servants, employed by the Educational Administration.

Malta
- They are represented on the School Council
- They have a direct relation with the senior management team.

Germany
- They are represented in the School Conference (one member).
- The head is their boss.
- They are usually employed and paid by the communal bodies (teaching staff is state-paid).

Ireland
- These are not generally represented on the Board of Management of Irish schools.

Lithuania
- The Deputy Head Teacher for Administration and Economy takes care of the school material resources, organizes the work of support and site staff, etc. He/she is subordinate to the Head Teacher.
- Technical, support and site staff (workers, cleaners, employees of the lunchroom, etc) is not represented in the School Board (or School Council) as they are directly subordinate to the Deputy Head Teacher for Administration and Economy.
- Social Pedagogue, Psychologist and the staff of the School Library are subordinate to the Deputy Head Teacher in charge of this sector.
- The Head of the Registry Office is directly subordinate to the Head Teacher.

Poland
- The form of employment is different for his group; it is a contract of employment.
- They take part in plenaries of Pedagogical Council, when school issues are discussed, or school development plans are presented etc.

Romania
- They are represented on the School Board (the Administration Council).
- They have direct relationships with the head.

Greece
- This kind of staff has no involvement in the school management.

Austria
- In small Primary and Lower Secondary Schools, there is no administrative staff.
- In schools with one secretary, the secretary is directly responsible to the school head.
- In larger schools with a greater number of administrative staff, each individual is also directly responsible to the school head or his/her deputy.

Denmark
- They have a direct relation with the managing team who is their boss.

Estonia
- They are represented in the School Governing Board.
- They are represented in the different committees which are launched by a school. For instance certainly they are represented in the committee which decides a promotion of teachers (senior teacher etc.).

Summary of the compilation A4

This kind of staff can or cannot be part of the School Council. It depends on the country, but there is one aspect which seems to be common: Their head is part of the managing team

Part B

External relations (the headteacher- school leader- or managing team with public/ private partnerships):

B1. Educational administration:

Spain

They have a direct relation with two areas and with the person responsible of Education in the province, the Provincial Director, who meets them whenever there are important issues to deal with.

Area of educational inspection, which is responsible for institutionalized education, it has the task of support, follow up, supervision and evaluation of the educational centres.

Area of educational programmes, with the mission to complement the processes of integral training of the students and to update and modernize the educational system, in agreement with the scientific and social needs in a world in constant progress, through the introduction, support, follow-up and evaluation of programmes, plans and educational actions.

Within this area of support there are services which have a direct relation with the head teacher:

- The Psychopedagogic and Educational Guidance Teams
- The Rural Centres of Educational Innovation
- The Centres for Teacher Training and Educative Innovation.
- The Special Schools offering boarding for children who don't have educational possibilities in their villages.
- The classrooms located in hospitals for sick children who can't attend regular classes

Malta

They have a direct relation with two directorates – Director General – Directorate for Quality and Standards in Education – DQSE and Director General – Directorate for Educational Services – DES.

The Directors General Education is responsible to the Permanent Secretary of the Ministry of Education, Youth and Employment. The Director General Education is directly accountable to the Minister for all matters relating to Education.

The director general education (DES) manages the Management Side of the Education Division supported by a management team of Directors responsible for specific Departments. Director General Education (DES) ascertains co-ordination of policies between all Departments falling within her responsibility.

- Director Student Services (SSD)
- Director Human Resources Development (HRDD)
- Director School Resources Management (SRMD)

The director general education (DQSE) manages the Academic side of the Education Division supported by a management team of Directors responsible for specific Departments. Director General Education (DQSE) ascertains co-ordination of policies between all Departments falling within her responsibility.

- Director Curriculum and eLearning (DCMeL)
- Director Quality Assurance Department (QAD)

They have a direct relationship with the person responsible of the schools in the area, **the College Principal**, who meets them whenever there are important issues to deal with.

Germany

Area educational supervision, which is responsible for institutionalized education, it has the task of supporting the "autonomous schools", to supervise the staff.

This is a kind of middle level reporting to the state ministry of education. There are also various support systems offered.

There is a school inspection as an independent office, inspecting schools on the basis of a "quality framework".

Area of educational programmes, with the task to complement the processes of training of the teachers, heads, heads-to be etc. : office of teachers' in – service training and school development (NiLS).

Ireland

Public schools (under the authority of Vocational Education Authorities) have a CEO in charge and usually the Principals of the schools in this authority meet with the CEO on a monthly basis.

Church owned schools operate more as individual units.

Area of educational inspection, Irish schools are inspected by the Department of Education and reports of these inspections are published on the Department's website. There is currently a move towards School Self-Evaluation.

Area of educational programmes, Ireland has a national curriculum at both Primary and Post Primary levels.

Lithuania

The subjects of education administration include the Seimas (Parliament), the Government, the Ministry of Education and Science, other ministries, governmental institutions, county governors, municipal institutions as founders of schools and the principal of the school. It is only formal education that is governed by the state.

Area of educational inspection
External evaluation is carried out by the following bodies:

- The Ministry of Science and Education
- The Ministry's Department of General Education
- **The County Governor's Administration** implements the national education policy in the county, approves strategic education plans for the county and supervises the activity of subordinate education providers;
- **Municipalities** execute the national education policy in the municipality, approve strategic education plans for the municipality as well as the general plan for restructuring of the school network, form the network of pre-schools, pre-primary schools, primary, basic and secondary schools, ensure the environment necessary to provide compulsory education to children. Municipalities usually play the role of the founder of schools of general education. Municipalities and the school management maintain direct mutual relations.
- The municipality is comprised of the Town Council and Committees, including the Committee of Culture, Education, Sports and Youth. The municipality has various departments, including the Department of Culture and Education. Specialists in charge liaison with the school management staff.
- The Local Educational Authority is an administrative structural unit of the local government, established and closed down by the municipality council.

An overall evaluation of a school is also performed in case of its leader's (Head Teacher's) assessment. Such an evaluation is performed by management experts, heads of the education division in the county governor's administration and municipalities, specialists, methodologists and leadership of other educational institutions proficient in management issues. The evaluation makes use of a variety of methods and means (such as interviewing school management, teaching staff, pupils; analysis of documents and data).

Area of education programmes/ quality assurance
Assessment, coordination and consultancy functions are carried out by the following state and public institutions:

- Centre for School Improvement that supports the processes of school performance improvement, implements alternative programmes for teacher qualification upgrading and other projects in education sphere;
- the Lithuanian Educational Council the key objectives of which are to analyze the education strategy, monitor its implementation process;
- the General Education Council that is the Ministry's consultative, collegial group of specialists participating in the formation of the general education strategy and tactics, initiating and providing expert opinion on the

curricula, organizing and changing the process and coordinating the work of expert teams;
- the National School Evaluation Agency performs evaluation of the quality of performance in schools providing general education.
- **The County Governor's Administration** forms the network of special schools and, together with municipal institutions, ensures the teaching of learners with special needs in accordance with programmes of compulsory and general education, etc.
- The municipal Pedagogical Psychological Service (PPS) identifies special needs of pupils, selects a programme fit for education of such pupils, it consults parents of pupils with special needs and teachers on specific pedagogical-psychological problems.
- There is a special education commission working in every school;
- There are classrooms in hospitals for sick children, who can't attend regular classes. They report to schools on progress made by their pupils.

Educational institutions that are subordinate to the Ministry of Education and Science and that have the mission to complement the processes of integral training of the students and to update and modernize the educational system, in agreement with the scientific and social needs in a world in constant progress, through the introduction, support, follow-up and evaluation of programmes, plans and educational actions include the following:

- Education Development Centre;
- Teacher Professional Development Centre;
- Centre of Information Technologies of Education;
- National Centre for Special Needs Education and Psychology;
- Teacher Competence Centre and other institutions of education and learning.

Poland

Administrating, running, and financing of schools, alongside with realisation of their local educational policy are the responsibility of the area government units or local /self-/government /commune, district, voivodeship/

Pedagogical supervision is the responsibility of the Education Superintendent. He supervises schools and cooperates with the organs of self-government units to create and realize the regional educational policy. He supervises schools' statutes and decision taking in the light of their agreement with educational law.

The Ministry of National Education: defines the core curricula, outlines of the school statutes and curricula, observes its updating via collaboration with scientific centers at universities /tertiary level schools/ Creates lists of handbooks and aids to be used at schools, supervises and coordinates the execution of pedagogical supervision by education superintendents.

Romania

Pre-university education, including schools of all levels, extra-school activities and auxiliary units, is subordinated to the Ministry of Education, Research and Innovation through the County School Inspectorates acting as regional level decentralized specialized bodies with, among others, the following attributions:

- To supervise the organization and functioning of the pre-university educational network in
- accordance with the national educational policy;
- To ensure implementation and observance of the legislation in organizing, management and
- deployment of the educational process;
- To ensure quality of the education and observance of the national standards through the school inspection;

Greece

The Headteacher represents the school in all types of external relations with the Educational Authorities. There are three levels of decentralized Educational Authorities in Greece.

Austria

School heads are directly responsible before the Regional School Board or the Local School Board in the case of Primary, Lower Secondary and Special Needs and Schools for Apprentices.

The contact to the Ministry is via the Regional School Board with the exception of special cases.

They have a relationship with the Service of Inspection, carried out through the Local or Regional School Board.

Support systems such as Psychological Services, Services for Migrants, career counselling etc is also conducted by and through the Local and Regional School Boards.

Pedagogical Support is conducted by and through the Pedagogical Universities in each Province.

School Development is carried out through co-operation between the two bodies.

Denmark

- School leaders are subordinated to the superintendent or the director in charge of education in the municipal administration. School leaders have to report and be accountable on finances, housing, personnel matters and the development of the schools quality.
- The superintendent/director assists the politicians on the city council to write educational principles on the basis of national legislation.
- The following municipal service helps schools and school leaders:
- The Psycho pedagogic and Educational Guidance Teams

Estonia

- A head teacher can be a member of the local government council (political institution), especially in the rural areas.

Summary of the compilation B1

In this paragraph there is a wide variety but, in general, the school leaders are the representatives of the schools, either before the local, regional or national educational authorities. The range of possibilities is enormous. They are subordinated to the inspection of their work, of the organization and functioning of the school. They have a direct relationship with the inspection and the service responsible for school development (educational programmes, psychopedagogic guidance…).

B2. – Other public administrations

Spain

Town halls
- A member of the local government team is represented in the School Board (or School Council).
- In Primary Education, they have a direct relation with the head teacher / secretary, as the upkeep of the school (gas, cleaning, electricity bills…) depends directly on the financing of the Town Hall.

County councils
- They pay for activities and organise educational programmes for schools and therefore, either directly with the managing team or through the town hall there is a relation.

Malta

Local councils
- In Education, they have a direct relation with the head teacher.

Germany

Town halls
- A member of the local government team can attend the meetings of the School Board; he/she has to be informed about the decisions taken (receives invitation and minutes). They can also take part in the School Conference.
- They usually pay the premises, the equipment, the caretaker, secretary etc.

County councils
They can have a structure for their own schools as described in B.2.1

Lithuania

Town halls/ municipalities
- To promote the involvement of the municipality communities into the process of developing the municipality policy on education and foster its implementation, municipality councils for education, vocational education, special education and other types of education are set up.
- Municipalities are founders of schools with the mission of, among others, ensuring that schools implement the state policy in education and also Government resolutions, orders of the Minister of Education and Science and other legal acts regulating school activities.

County councils

The County Governor's Administration implements the national education policy in the county, approves strategic education plans for the county, supervises the activity of subordinate education providers, forms the network of special schools and, together with municipal institutions, ensures the teaching of learners with special needs in accordance with programmes of compulsory and general education, etc.

The structure of the county includes the County Educational Authorities at the Departments of Social Affairs and Education. The Governor of the County carries out the state policy on education in the county, approves the county strategic plan for education development and annual education programmes, analyses the general state of education in the county, supervises the activities of providers of education under the jurisdiction of the county; upon agreement with the Ministry of Education and Science, the Governor appoints heads of Educational Authorities, shapes the network of special educational establishments, sets up institutions providing assistance to pupils, teachers and schools, etc.

To promote the involvement of the county communities into the process of developing the county policy on education and foster its implementation, county councils for education, vocational education, special education and other types of education are set up. No direct relations with the school management are maintained.

Poland

Local government
- Commune runs kindergartens, primaries, and gymnasia /lower secondaries/ and is responsible for the existing working conditions of the organisations, it also realises local educational strategy,
- District: runs upper and lower secondary level and vocational schools, pedagogical-psychological centers, children's homes, libraries,
- Voivodeship: runs teachers' colleges, post-secondary education schools, teacher training centers, pedagogical libraries,
- The above-mentioned authorities are responsible for financing schools, redecorating and rebuilding processes and school work organization.

Local government elects headmasters for a new post period, evaluates his work in cooperation with the education superintendent on the basis of the pedagogical and parents' councils opinions.

Romania

Town halls
- A member of the local government team is represented on the School Board (the Administration Council)
- In Pre-university Education they have direct relationships with the head teacher / administrator / accountant as the school financing (gas, cleaning, electricity bills…) is made by the Town Hall.

County councils
- They pay for school psychologists and the programmes specific to the special needs pupils.

Greece
- The Headteacher is the official representative of the School to the Town Council, especially on the Committee dealing with the school funding.

Austria

Provincial councils
- A head of the regional government is the political head of the Regional School Board.
- The head of the regional government appoints an executive, who is then President of the Board.

County councils
- A member of the County Council is responsible for school affairs in Primary, Lower Secondary and Schools for Apprentices (c.f. Austrian National Report).

Estonia

Local authorities (school owner)
- A member of the Local Government Council (political institution) is represented in the School Governing Board.

Summary of the compilation B2

The local governments seem to have a direct relationship with schools and their heads. This can happen in different forms, for instance: the town hall or county councils can have a representative in the School Board, they support the school economically or part of the educational programmes carried out by the school like out-of-school activities done by the psychologists, or other types of staff working there, or even own the school.

B3. – Private partnerships

Spain
- The head teachers, through the Tutors of the Training Programmes in Private Companies (for Students of Vocational Training), establish agreements with private companies whose managers allow these students to do their training there. The process must count on the approval of the Inspector of Education.

Germany
- The head teachers are free to contact firms for training on the job for the students, for visits, for various kinds of support. They have to avoid interdependencies (for themselves or their teachers).

Ireland
- Some schools have been established by private individuals. These schools tend to offer a very academic examination oriented courses aimed at attaining entry to third level.

Lithuania
- There can be a representative from the private sector institutions at the School Council;
- The management of schools signs agreements with private enterprises where they agree that they will support the school financially and the school will provide the enterprise with such services as singing, dancing, acting during various events at the enterprise; also the pupils perform their social work there;
- Vocational schools adapt their programmes according to the requirements of the enterprises of the region, organising study practise there.

Poland
- Private firms are involved In practical activities of vocational schools' students; school is involved in arranging this type of cooperation,
- School is allowed to accept financial support from private firms aimed at a defined aim: language education, artistic activities etc.. The activities must be approved of by the pedagogical supervision committee.

Romania
- The head teachers, through the Tutors of the Training Programmes in Private Companies (for Students of Vocational Training) establish agreements with private companies whose managers allow these students to do their training there. The process must count on the approval of the Schools Inspectorate in each county.

Greece
- The Headteacher is the official representative of the School but s/he does not make any decisions before s/he consults the School Teachers Board and his/her immediate superior in the Local Educational Authority.

Austria
- Public schools in Austria have no funding for private CPD. In cases where there is sponsoring, this may occur.
- CPD is funded and carried out by the Pedagogical Universities.

Denmark
- Only in some places there are small – formal – contacts between schools and private companies.

Summary of the compilation B3

In general, the contacts between schools and the private companies take place when they deal with the Training practice of the students, for example when the Vocational Studies Students have to carry out their training period. The administration, which is responsible for the curricula takes into account the suggestions and demands of the companies when they design the national curricula for these Vocational Studies Students.

B4. – Non-governmental associations

Spain
- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in the schools: for instance with the Red Cross, OXFAM …

Malta
- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in the schools: for instance with Inspire, Eden Foundation, Equal Partners.

Germany
- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in the schools: for instance with the Red Cross, Churches.

Ireland
- Schools in Ireland cooperate with various non government charities and there is a very big tradition of fundraising for third world charities by Irish students…

Lithuania
- Various councils, associations and unions participate in the solution of education-related problems for example the Lithuanian School Heads Association (LSHA), the Lithuanian Association of Social Pedagogues. Educational institutions can cooperate with other institutions in the country and abroad (e.g. involvement in campaigns and events organized by the Red Cross), with various associations, NGOs (e.g. Non-governmental Youth Organization "Round Table"), international organizations, they can participate in national and international projects.

Poland
- Headmaster is entitled to sign agreements with NGOs functioning on the territory of Poland especially those socially-oriented e.g. The Polish Red Cross, Nature Protection League, charity organisations, senior clubs etc.

Romania
- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in schools.

Greece
- The Head teacher is the official representative of the School but s/he does not make any decisions before s/he consults the School Teachers Board and his/her immediate superior in the Local Educational Authority.

Austria
- The head teacher can establish agreements with non-governmental associations for instance with the Red Cross, Mountain Safety Organisations etc. These agreements are exclusively voluntary.
- The Churches play an important role in social and charitable areas.
- The Service for Culture as a unit of the Board services schools

Denmark
- There are sometimes contacts between schools and non-governmental associations. Seldom they take over education.

Summary of the compilation B4

In most European countries, the head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, cooperation in educational programmes in the schools: for instance with the Red Cross, Churches, Charities…

B5. – Other associations (trade unions, the university…)

Spain
- The head teacher has a direct relationship with the University in coordinating the guidance of students in exams to access a university education.
- The head teacher informs the teaching staff about the possibility of becoming a tutor for students doing their teacher training period (it's a University programme – part of the degree in Primary Education and post-graduate studies in Secondary Education) and collaborates with this student's training needs.
- Teachers belong to different Trade Unions which represent them in administrative matters but there is no Association of teachers or head teachers.

Malta
- The head teacher has a direct relation with the University in coordinating tutor guidance for teacher's training.
- The head teacher has a direct relationship with leading trade unions, namely: The Malta Union of Teachers.

Germany
- The head teacher and individual teachers foster relations with the University to invite university staff into the classroom, to offer the use of the university labs to students, to work on joint projects, programmes for school students attending university courses etc.

Ireland
- Teachers and Principals are all members of the teaching unions. Contact between Primary and Post primary schools is usually focused on career and further study opportunities on offer from the university.

Lithuania
- The staff of school management co-operate with higher educational institutions (conclude co-operation agreements with universities, colleges and vocational training schools) and participate, for instance, in "The Day of Career" events, where all kinds of specialties and professions as well as possibilities for studies are represented;
- they maintain relations with representatives of employers and specialists of the Lithuanian Labour Exchange at the Ministry of Social Security and Labour;
- teachers and the school management are represented at the Lithuanian Teachers' Union (LTU);
- teachers and the school management are represented at Lithuanian Union of Educational Workers.

Poland
- The head teacher is entitled to cooperate with universities and conduct practical classes for prospective teachers at his school, and his pupils /secondary or other students/ may also participate in extra lectures or classes organized by higher schools. Participation is optional.
- Teachers are given the right to belong to teachers' unions. There are frequently a few of them functioning at one school.

The unions can participate in the following bodies:
- board selecting a candidate/ candidates for the post of the head teacher
- board evaluating head teachers' and teachers' work
- board constituted to decide upon the existence of factual assumptions to promote a teacher to the next level

The head teacher is obliged to inform the unions operating at his school, about his decision to dismiss a teacher.

Head teachers are given the right to form NGOs and in this way influence strategic decisions of the Ministry of National Education.

Romania
- The trade unions have a representative (just as an observer) in each school board.
- The head teacher has a direct relationship with the University which is a supplier of in-service training of teachers.
- The head teacher informs the teaching staff about the possibility of becoming a tutor for students doing their teacher training period (it's a University programme – part of the

degree in Primary Education and post-graduate studies in Secondary Education).

Greece

- The university Entry Exams are centralised. The Headteacher is responsible for the performance of his/her school as a National Exam Centre, only if the school has been centrally selected for this purpose.
- If the school has been designated to serve Teacher Trainees for their practical –in situ- teaching, the appointments are the responsibility of the University and they are completed in-service. The Headteacher receives the corresponding circular by the LEA and does as recommended.
- The Trade Union representatives visit school teachers regularly, provided that visit arrangements have been made between the local trade union section and the Headteacher in advance.

Austria

- Co-operations with HEI's are informal.
- HEI's invite pupils to Open Days.
- Teaching practice for students is organised by the Universities, which educate future teachers.
- School heads are obliged to take courses at the Pedagogical University during their first two years in the position.
- Teachers can belong to the Trade Union on a voluntary basis. As such they are supported in salary negotiations and in matters pertaining to service law.

Denmark

- The head teacher has a direct relation with the Universities or University Colleges for training student teachers. They also negotiate in-service education for their teachers from these institutions.

Estonia

- The head teacher normally belong to the Head Teachers Union of Estonia

Summary of the compilation B5

School head teachers have a relationship with the University, either on behalf of the students coordinating their guidance in exams to access a university education, to offer the use of the university facilities for students, or of the teachers or teachers to – be (who do their training period at schools), negotiating in-service education for their teachers etc.
As far as Trade Unions are concerned, most teachers are members of these organizations, which act as a link between everyday practice and the administration.

Comparative Analysis of Leadership Types in Hungary

Attributes of the school as a system

Because the school as an organization has peculiar attributes, the analysis of the school leader types can not be conducted in the same mechanic way as it may be feasible in the case of other economic organizations. Some examples:

- With the evolution and escalation of the internet the school as the main institution for conveying information has lost its power.
- Beyond the transmission of knowledge the function of the school is also socialization.
- Its (the school's) function is also to provide work for its employees (workplace).
- Its circle of "clients": parents, student, social environment.
- Its target group: students, other than that it's hard to define.
- Its success is hardly commensurable (the thriving people, the satisfied social economic environment…?).
- The regulation of its inner functioning is stricter than in the case of the economic organization, therefore the authority of its leaders is more limited.

It is important to bear in mind the above mentioned facts, since in Hungary there is a tendency to analyze schools and their leadership in the same way as any other economic organization, whereas in fact, similarly to a hospital, the "product" of the school is the human being itself. Hence the evaluation criteria of the schools and its leaders differentiate at several points such as their position, assignments, and their criteria of success from other actors and businesses of the market.

The attributes of school leaders in Hungary

The school leaders in Hungary do not possess complete authority over the work progress, the organization structure, and the professionalism in their schools. Although they exercise the rights of the employer, they at least to a certain degree are obliged to involve the school staff into the decision making process of the school. School leaders also need to undertake teaching a limited number of classes. Hence they are overburdened, and due to their various assignments they often have personal conflicts.

School leadership types

In Hungary the school leader types can be divided into two distinctive groups.

One type is the charismatic creator of a school which is not only different from the traditional schools of the national school system but also a criticism of them itself. These institutions are usually not maintained by the state.

The other type of school leaders are normally leaders of schools maintained by the state or the municipality. They are not strategists at the first place, but employees of the state or the municipality. Among them we can certainly find great leaders with excellent qualities as well as officials merely doing their job.

In the school management the division of leadership creates leaders at different levels. The following leadership types are prevalent:

Contacting and keeping in contact with the external environment:
- Spokesperson
- Decision maker
- Entrepreneur
- Counter of malfunctions
- Division of resources
- Negotiation

The manager type of school leaders

Within this frame in schools which are not maintained by the state or the municipality it is more common to have the manager type of school

leader, for (s)he has to possess excellent envisaging and creating skills, otherwise the subsistence of the school would be jeopardized under the current economic circumstances.

The manager type of school leaders is managing his/her school according to the model of the so called open system, which requires excellent leadership skills from the school leader. To be in possession of these qualities, the school leader must attribute great importance to the external legitimization and to the mobilization of inner and external resources. It is also important to be able to react swiftly to the prompt changes, and to the unexpected challenges.

School leader types in the rational model

Before the revolution school leaders in Hungary primarily conducted their leadership according to the so called rational model, which emphasizes the regulations of the inner procedures. They highlight functions of effectiveness, monitoring and coordinating. The political revolution in 1989 and the yet evolved practice of the creation of financial sources has led to the alteration of the conception from the middle 90s. The school leaders were urged to tailor the school management according to the special needs of their institution and the reinforcement of coordination among schools have become more important.

The school leader types in the human relations model and the inner model

Consequently, although the so called "human relations model" has become more significant, the sort of mobilization of human resources, the encouragement of teamwork, and school leadership based on mentoring is still not yet an attribute of the Hungarian education system.

The constantly changing regulations, the uncertainty of financing, the obligation of the procurement of the necessary financial needs, the recurring social challenges all strengthen the importance of the flexibility, the effectiveness of action, and the ability to react promptly to changes.

According to a recent survey, presumably due to the waxing influence of the human relations model, Hungarian school leaders consider cooperation as one of the most important factor of school leadership. Thus it is presumable that cooperation as the indispensible attribute of the proper functioning of the school systems is to attain more importance in the future. Placing cooperation as the main priority also means the acceptance of the leadership type which is based on mentorship, incentive and on the so called "inner model".

On the other hand the proficiency of leadership, the sound values and principles and confident school management have also reached important placing in the survey. Therefore one may draw the consequence that the presence of the rational leadership model is still fairly strong.

Furthermore the survey exposes that according to the opinion of the school heads who have been questioned, the management skills are also quite important, whereas only the ¼ of the school heads attributes importance to the execution of self interest.

The opinion of school leaders of the primary schools and the secondary schools differentiate only at two aspects. Primary school leaders tend to put educational professionalism to the first place, whereas secondary school heads give priority to management skills.

The result of the survey concerning the main goals of school management

A survey has been conducted regarding the main objects of the school leads. The survey reveals the difference between the answers given to the question posed in a confidential (closed) way and to the question posed in an open way.
The question in an open way: "Please name the most important objects that you would like to achieve in your school!"

The question in a closed way: "Please take a look at the packet of cards. At the back of the cards there are a few possible objects for your school. Please put these objects to an order according to their importance. Start with the most important one!"

School objects	Open	Closed
Adaptation (to the environment, to the maintainer of the school, to the labor market)	5	7
Ambience	7	3
Effectiveness, efficiency	3	4
Sustainability, money	1	6
Integration of students with disadvantage	6	5
Competency and skill development	4	1
Transmission of culture and values	2	2
Number questioned school heads	511	594

Source: Examining the efficiency of the schools 2005

It is clear that the transmission of culture and values are equally important for school leaders. On the other hand questions such as adaptations to the environment, relationship with the partners or the integration of the disadvantaged students are less privileged when the question is posed in a closed way. To most of the school leaders the most important thing is the sustainability. It is interesting to note that competency and skill development is not given countenance spontaneously, but only elevated to the top when the question is posed in a closed form. This may lead to the conclusion that objects that are constantly emphasized by the official education policy such as skill development, integration, are only superficial for the school leaders, for the management and the sustainability of the school as well as the commensurable efficiency of the students are far more important for them.

References:

- Survey on the efficiency of the school, 2007
- Report on Hungarian public education, 2006
- Tibor Baráth: The first years of school leadership 2008
- Ilona Liskó: Decision making mechanisms in the schools 2000

New Initiatives in School Leadership Training

Denmark

Title	Purpose	Why this is needed?	Programme content	Delivering agents?	What is the learning from the initiative?
Diploma in Public Leadership		New demands and new leaders	Quality assurance, teamwork, coaching etc.	University Colleges and private consultancies	Leadership is the same all over the public sector

Germany / Lower Saxony

Title	Purpose	Why this is needed?	Programme content	Delivering agents?	What is the learning from the initiative?
Qualifying new school leaders	Preparing for the new job	New role from teacher to school leader	http://nline.nibis.de/eischu name: SLQ-neu password: EiSchu-WBT	Head teachers with qualification for teacher's training	Necessary qualification for head teachers

Austria

Title	Purpose	Why this is needed?	Programme content	Delivering agents?	What is the learning from the initiative?
Collegial Advice	Networking and empowerment Training on the job	Collegial support	Setting from peer counselling and coaching	Pedagogical University Tyrol and head teachers	See attachment! Collegial support and empowerment
Leadership academy	Optional network for all head teachers, ministries and school authorities	Networking and new understanding of leadership	New perspective of leadership based on special conditions in the field of education and the demands made on those in positions of responsibility.	Ministry of Education	Develop an understanding of leadership characterised by clarity and transparency, leadership style based upon respect, dialogue and distributed leadership. www.leadershipacademy.at

ESTONIA

Title	Purpose	Why this is needed?	Programme content	Delivering agents?	What is the learning from the initiative?
Training Course Based on the Model of Head Teachers' Competencies	Training of head teachers according to the model of head teachers competencies	Lack of knowledge and skills of head teachers to lead (manage) according to the demands of modern society.	1. Managing the development of the organization 2. Shaping the study environment 3. Personnel management 4. Resource management 5. Self-management	Universities of Tallinn and Tartu	Training course developed by acknowledged head teachers and scientists. The model includes two aspects: 1.based on real needs 2.modern theory of leadership and management. Good cooperation guarantees good results!

SPAIN

Title	Purpose	Why this is needed	Programme content	Delivering agents?	What is the learning from the initiative?
Initial training for head teachers	To develop leadership for head teachers, providing them with the most adequate professional competences in order to innovate, improve and anticipate the needs of the community.	To answer the needs of the administration, society and the educational community to train leaders	- Educational Organization and regulation -The management of pedagogical and social resources -Human resource management - Resource management - Quality management	-The administration -Experts -Experienced head teachers	An improvement of the professional competences of head teachers who will hopefully lead the community to educational success.

LITHUANIA

Title	Purpose	Why this is needed	Programme content	Delivering agents	What is new in the initiative?
Creative thinking for time managing and problem solving	To present (on theoretical and practical levels) how to use creative thinking technologies to develop practical skills of effective time management, decision making and problem solving.	To deepen knowledge about how to identify problems, how to use analysing and time management skills; to discover one's personal leadership style and getting ideas for new ways and solutions.	▪ The ways of ideas generalization ▪ Problem design ▪ Technique of time Management ▪ Identifying priorities ▪ Organising meetings ▪ Design make at the meetings	Mykolas Romeris University	Interactive methodology. Analysing creative thinking in different aspects and discovering new dimensions.
Effective communication	To develop effective communication skills, to present formal and non-formal communication, to analyse various behaviour types, to develop listening and questioning and presentation skills	Identification of different ways of communication, identifying personal and interpersonal communication styles, to deepen practical presentation, active listening and questioning skills.	▪ Communication in organization ▪ Interpersonal communication ▪ Communication barriers and negotiation methods ▪ Effective listening ▪ Public speaking skills ▪ Presentation planning	Mykolas Romeris University	Interactive learning methodology. Teaching based on lateral thinking tasks.
Effective negotiation	To give theoretical background and develop practical skills for effective negotiation based on friendly and useful relations.	Getting to know negotiation strategies and tactics. Development of practical skills of negotiation.	▪ Negotiation structure and process ▪ Win/Win type negotiation ▪ Situation detection ▪ Questionnaire technique ▪ Suggestion technique ▪ Argumentation methods ▪ Persuasion of opponents ▪ Ending negotiations ▪ Conflict designs ▪ Achieving final agreements	Mykolas Romeris University	Interactive learning methodology. Teaching based on lateral thinking tasks.

Leader as a Teacher	To develop qualities necessary for today's leader and to give practical insights into the work and challenges of modern leaders.	To reveal the inner leader's resources. Deeper knowledge of self. To perceive how one's personality affects people and the organisation, to discover one's personal leadership style.	▪ **Lead Yourself** Building and perception of personal leadership identity. Finding own leadership vector and style. Values, vision, philosophy, *Spiritual Intelligence (SQ)* as modern tool for leadership. Intuition and creativity. ▪ **Leader and followers** Learning to lead with *emotional intelligence (EQ)*. Motivating people. The challenges of leading a change. Multi-cultural leadership. How to make people of various backgrounds follow one vision? ▪ **Leader and the world** Complexity Theory's approach to leadership. ▪ **Leader as a teacher** Building a learning organization.	Mykolas Romeris university	Self-cognition methods. Interactive methodology. The program focuses on intelligence competencies such as EQ, SQ and systemic thinking.
Intercultural communication	To integrate intercultural communication to help raising awareness for cultural diversity and enabling effective communication across cultures.	Demands for intercultural communication skills are increasing as more and more people can freely move across the EU territory and beyond. European countries also face immigration form the third world countries. By intercultural communication confusion and misunderstandings can be avoided.	1. **Culture in the global world**. Definition of culture. Cultural values and attitudes, Ethnicity and national identity. What is cultural awareness? Intercultural education. 2. **Factors that burden intercultural communication.** Prejudice, stereotypes, ethnocentrism, racism, xenophobia, discrimination and its	Mykolas Romeris University	Learn about others by understanding own approach and behaviour. Active teaching methods (like simulation games, reflection, discussions etc.). Short introduction into theoretical issues and practical training sessions.

		Therefore, it is vital to fully understand the cultural differences that exist so as to prevent damaging relations due to intercultural communication gaps.	consequences. 3. **Strategies to accept diversity.** Understanding communication. Importance and meaning of verbal and nonverbal communication. Cultural differences in communication. Developing competence of intercultural communication		
Using leadership principles at school	To expand the competence of the principals to become leaders	Increasing challenges in management	Principles of leadership Situation changes Paradoxes of Management Paradoxes of Communication Paradoxes of Success Management styles Management strategies Management rules	Mykolas Romeris University	Meeting the adequate management requirements

Evaluation of Quality in Schools

A Theme/Topic

Related to workpackage 6 "Evaluation of quality in schools" the Italian partner gathered information from all network partners using a digital, anonymous questionnaire on some essential (or as well "displaced" …) aspects referring to:

- school quality development
- responsibility
- enable-/ facilitate-factors
- influencing circumstances and deciding-moments

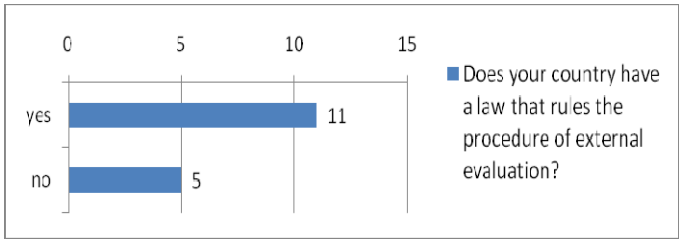
The inquiry's approach is from top to bottom: from general to specific topics.

B Questionnaire

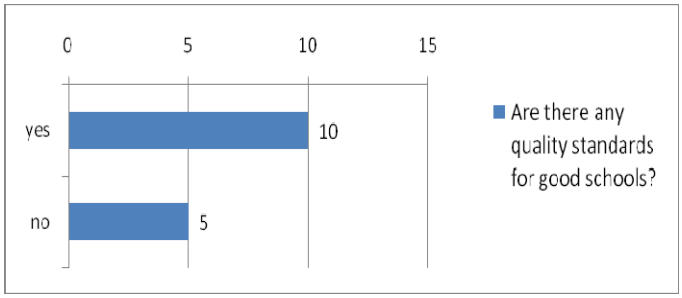
- Does your country have a law that rules the procedure of external evaluation?
- Are there any quality standards for good schools?
- Are there any rules and standard procedures for internal evaluation?
- Do the schools have any influence on the procedures of external evaluation?
- Do the schools have any influence on the procedures of internal evaluation?
- Is knowledge about evaluation techniques part of the teacher`s training?
- Is knowledge about evaluation techniques part of the school head`s training?
- Is there any procedure for the assessment of teachers?
- If the answer is YES in # 8: Does this assessment have any influence on the career and the salary of the teachers?
- If the answer is YES in # 8: Who is responsible for the assessment?
- Has the result of the external evaluation (if there is any) an impact on the salary of school heads?
- If you answered YES in # 11: What are the procedures? Who is responsible for identifying the quality of the Heads of School`s work?

C Quantitative results

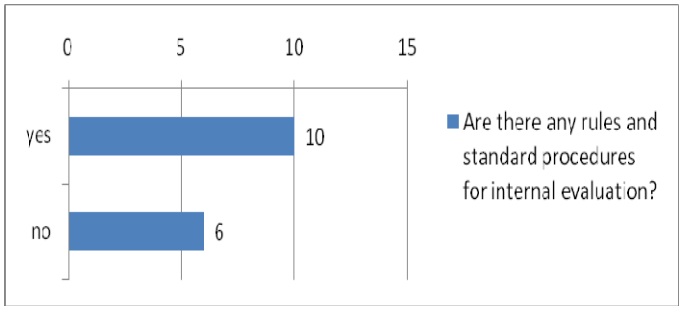
Q1



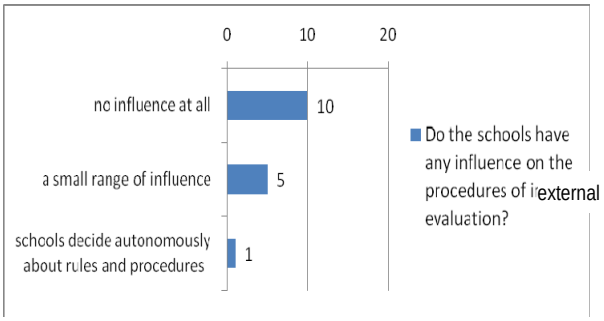
Q2



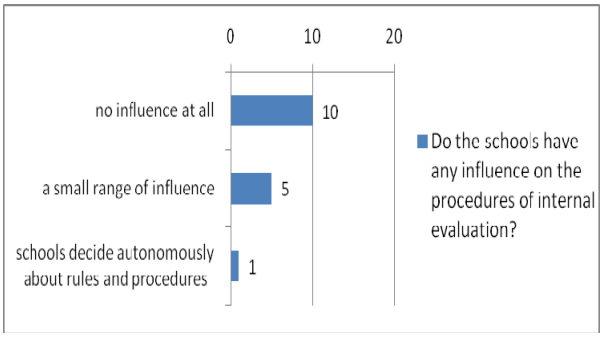
Q3



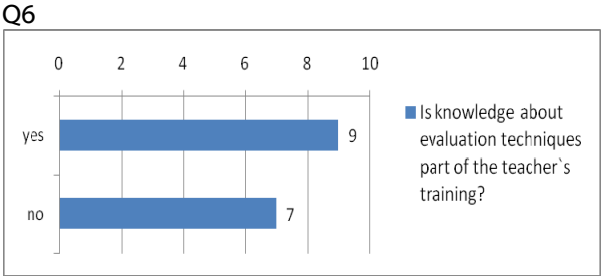
Q4



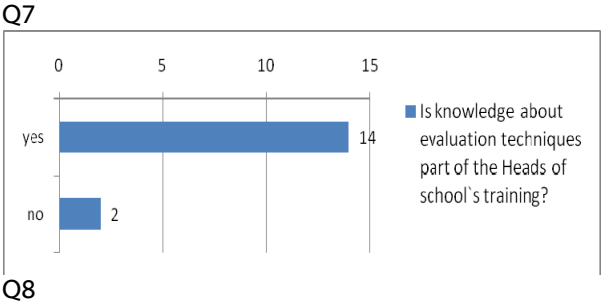
Q5



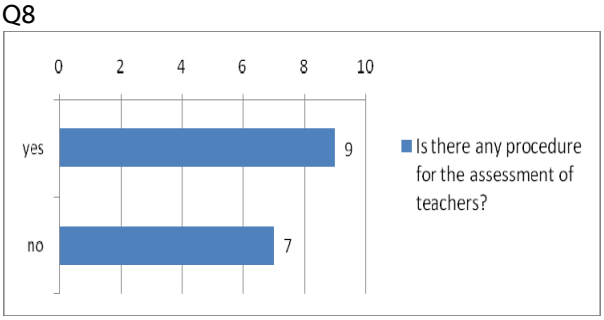
Q6



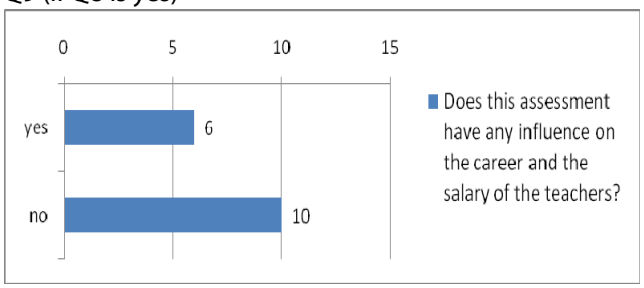
Q7



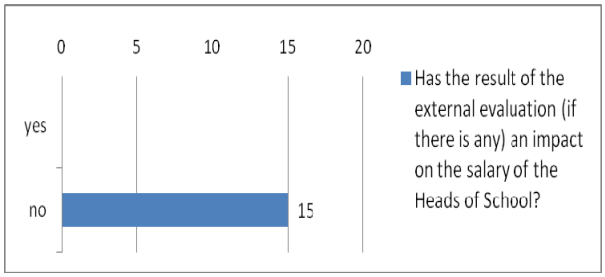
Q8



Q9 (if Q8 is yes)



Q11



D Qualitative feedback:

Q9 & Q10 (if Q8 is yes): Does this assessment have any influence on the career and the salary of the teachers? Who is responsible for the assessment?

- Level 1-3: school commission responsibility, level 4: local government responsibility, level 5: state responsibility.
- School head who is responsible for pedagogical supervision, school authority, parents also participate in the assessment, teachers' unions (optional, on special teacher's request).
- The Department of Education and Science Inspectorate but this will be devolved to school principals in the future.
- Yes, it influences the salary. The salary is bigger if you pass the procedures of assessment and defend one of these four categories: teacher, senior teacher, teacher methodologist and teacher expert. The category can or cannot influence a career. The school together with an institution appointed by the founder of the school is responsible.

- The director of the school.
- The local educational authority (board of governors, elected by the whole community) and the head teacher. Assessment is a cooperation of a team of three (one person is the head teacher).
- The head of department, the principal, the Administration Council

Q11: all participants "no"

Q 12: What are the procedures? Who is responsible for identifying the quality of the school heads' work?

- Responsible for identifying the quality of the school heads' work is the head of the school board/ school administration (in charge of the so called "first evaluator") who then delegates the task to his inspectors ("second evaluators"). As agreed in the assessment contract, the goal attainment following the bilateral arrangement depends on the granting of a third part of the school heads' salary (which is added to the "base" and the "complexity"-salary) of up to 24%.
- Interview by Local educational authority / community based on board of governors with the opportunity, if wanted, to delegate the head's assessment to a professional assessor.

E Comments/ interpretation/ conclusions/ hypotheses

- The quantitative feedback shows big differences between the European countries, partly also completely different positions.
- Relating to the questions of standards it should be clarified if a minimum average or the highest standards are applied and if a quality framework we should recommend standards.
- The internal evaluation seems to have less importance than the external one. Related to this there is also the question of the (measure of) independence, resp. autonomy of schools.
- Taking into account that (forms of) the external evaluation/ inspection/ visitation are implemented in mostly all the countries, it is absolutely necessary that basic knowledge about school evaluation becomes part of the teachers' training.
- Data based school development is only possible if school heads and expert teachers cooperate in the sense of distributed leadership.
- It should also be clarified if further on evaluation results should also be considered on the school/ system level or also on an individual level. If the latter is applicable, subsequently it would have effects on the civil servant situation.
- The effectiveness of the work of those assessing schools every day should also be assessed.[28]

28 At school the processes and results of students learning are (probably) measured, evaluated and assessed in various forms every day. Also the service of people at school, who do not teach, is often assessed in various forms. The teachers who (should) be preparing texts and moderate learning processes are often not rated. Mostly the civil servant-status provides a broad protection so that the educational and methodical work and the work with people are equally considered (and paid) as didactical-methodological shortcoming (resp. even inability) or lack of communicative relationship, emotional connection, rapport. Furthermore there are hardly enough forms of acknowledgement for compliments or praise of good pedagogical work and performance, resp. of forms to bring unsatisfactory, insufficient situations to a "turning point". The head teachers themselves, who are responsible for the quality of teaching, are often even differentiated part of the above mentioned civil servants status. Only in a few countries (Italy, Latvia, Poland, Bulgaria) the degree of target achievement is rated and has a financial impact (often without possibility for the heads of interfering in effective, efficient, "timely" forms).

Qualification of Leadership Teams

A thorough online presentation on this topic can be found on the project website
www.leadership-in-education.eu

Recommendations

General Trends and Necessary Measures

Recommendations: General Trends and Necessary Measures

The *Framework of Reference* along with the modules and other material collected by partners showed both substantial diversity across participating countries and concerns that were common to all. These commonalities were interrogated in relation to the literature on successful educational leadership to develop a number of recommendations for policy and practice, as it would be remiss not to draw the conclusions evident from the data collected. Therefore, a number of recommendations drawn from these sources are presented.

It is important to recognize here that these recommendations do not provide a blueprint for leadership development to apply in each country. Rather, they should be seen as providing food for thought and a set of questions which with practitioners and policy makers can interrogate their own systems and practices. The aim of these recommendations is therefore a practical one, and while inevitably normative in part, these recommendations are related directly to the framework and the work of the network.

In the Comenius network *The Making of: Leadership in Education* representatives from 13 countries, six tandem partners and two associated partners networked over a period of three years. During the project period all the partners met face-to-face at four conferences and were continually in touch via email and the network's website. The major outcomes are documented in the country reports compiled in the *European Synopsis* and in the large compilation of training modules in the present *Framework of Reference* with a large compilation of training modules.

The country reports and the *Framework of Reference* reveal that a number of developments with regard to the conditions and challenges of school leaders are identical or similar in many countries. The identified trends form the basis for the systemic recommendations to policy makers at European, national and local levels.

European added value

The cooperation in the network produced an increase in the shared knowledge of conditions of and expectations towards school leaders as well as new insights into ways in which schools are being governed all over Europe. This increase in knowledge also led to a greater interest in and better understanding of the theoretical and practical approaches which different educational systems follow as well as the ways in which these systems are constructed and work. Sympathy for each other's concerns evolved and knowledge exchange was initiated. Many thoughts and ideas have been shared and adopted by other network partners so that mutual understanding and more common practices have developed. The positive support experienced by all the partners confirms the research findings that networking and collaboration can be a very effective form of professional development.

A crucial element of these processes was the development and use of a common set of concepts: the domains and components. These categories were the basis of our dialogue and led to the adoption of an increasingly common professional language. At the same time, the results of the networking and cooperation were integrated. Domains were constructed on the basis of leadership research and theories while the descriptors of the domains and their components were developed in the network interactions.

Recommendation 1
It is very productive to develop mutual understanding through soft governance on a transnational level: by means of developing a common professional language that encompasses both similarities and differences between local situations and expectations. The *Framework of Reference* provides a step towards this goal.

Recommendation 2
In light of the established effectiveness of networking as a form of professional development, systems need to enable the creation and cultivation of networks of school leaders at local, national and international levels.

Creating conditions for school leadership

In many countries there is a trend towards the decentralisation of finances. Personnel manage-

ment thus moves from national level to local levels or to autonomous schools. Moreover, there is a frequent shift in parental interest from public to private schools. At the same time, many small schools are being merged into bigger systems. This is a set of factors that contributes to a rapid increase of demands on school leaders.

The country reports point to two responses to this challenge. One is to make sure that only the best candidates are recruited for the job by offering them optimal conditions such as an appropriate reward structure, appropriate leadership education, and good working conditions, including appropriate support by recruiting staff with a variety of competences. The other response is to share leadership responsibilities and accountabilities in schools by delegating or distributing authority and tasks.

Recommendation 3
There is a need to find a balance between the focus on school leaders, their competences and their situation on the one hand, and the focus on the distribution of leadership tasks and responsibilities in flexible systems on the other hand. This can both alleviate the load on individual school heads, and can develop leadership across the school, leading to greater empowerment of staff and an increase in school capacity for improvement.

Recommendation 4
There is a need to make working conditions and remuneration for school leaders sufficiently attractive in order to ensure that systems are able to attract high-quality candidates to school leadership roles. Many countries currently face recruitment problems, with too few teachers wanting to make the step towards becoming school leaders as the perceived demands of the job outweigh the rewards. In particular, the increased requirements of school leaders necessitate a sufficiently reduced teaching role, if they are to be executed effectively.

The need for educational leadership

A shift of focus in educational policies can be extracted as one strong tendency from the country reports. International cooperation and comparisons like the PISA study have had a great impact on the perception of the purpose of schools and thus on the dominant political discourse of what constitutes a good school. The political interest in outcomes has grown. Educational systems react differently to this trend: some make stricter demands for measurable accountability with respect to the quality of teaching and learning outcomes.

The country reports underscore that school leaders' core task is to support teaching and student learning, but that they often have difficulties in finding the time to do this. The choice of modules for Domain 2, which is closest to teaching and learning, shows a strong interest in educating school leaders to ensure their responsibility for this core task.

Recommendation 5
There is a need to find ways of harmonizing the tasks involved with school leadership and classroom practice, both in leadership qualifications and in practical, distributed structures. Educational systems need to encourage school leaders to exercise instructional leadership through quality control and leading the pedagogical project of the school. This implies that school leadership should preferably be exercised by staff with an educational background.

Supporting school leaders

Parallel to the general trend of decentralisation, many countries show trends towards a recentralisation of curricula by way of more detailed learning standards as well as a recentralisation of the monitoring of outcomes through national tests and the like. National political demands need to be understood and accepted by teachers in order to have them teach in line with the expectations. Therefore school leaders need to translate these expectations into a language that teachers understand, so they can make out its meaning and transform it into new practice.

Recommendation 6
There is a need for support structures at all levels (national, regional, local and school-to-school) to help school leaders to mediate between external expectations and internal cultures and traditions. It is also important to clarify the formal position of school leaders so they can be loyal when confronted with external and internal expectations.

Room for decision-making

Political and societal demands on schools and school leaders are strong and in many cases growing. This growth in demands requires of school leaders to be able to respond effectively to them. This will only be possible if they are autonomous to a certain degree.

Recommendation 7
Political structures need to recognise that the demands placed on schools and school leaders can only be met if leaders are given the power to make relevant decisions in their school.

Professional development and support

The increasing demands on school leaders mentioned above mean that a larger set of skills is required of them than in the past. Financial autonomy brings with it budgetary responsibilities. Accountability brings with it the need for internal quality control mechanisms, while in many systems greater responsibility for staffing requires enhanced HR competencies.

Recommendation 8
National systems need to be put in place to ensure that school leaders receive appropriate training and development in those competencies the systems requires them to exercise. These systems should address the needs of school leaders at different stages of development and experience, such as preparation for leadership, induction of newly appointed leaders and further development of acting leaders.

Recommendation 9
In systems where required competencies are becoming very broad due to wide-ranging school autonomy, systems need to enable the introduction of new leadership roles and staff in schools, for example by developing the School Business Manager function.

The need for comprehensiveness in professional development

While the process followed in this project has shown the richness of professional development and training available in the different partner regions, it has also shown that there is a lack of material in certain key areas. This was seen as being the case in particular for the areas of school profiling (the school profile, the school programme) and improving knowledge in the area of Human Resources Management (communication with colleagues, conflict management, target setting). Furthermore, it was clear that in many systems only some of the reviewed domains were covered.

Recommendation 10
Systems should explore the extent to which their leadership development strategies sufficiently cover the domains of school leadership. Other systems may provide useful exemplars where this is not the case.

Recommendation 11
Systems need to ensure that professional development opportunities are available in the currently widely neglected areas of school profiling and HR management. While these will need to be created according to national policies and priorities, there will likely be some scope for cross-national collaboration on the development of suitable materials.

Conclusion

The Comenius network *Leadership in Education* was set up in 2008 as a three-year project with the following aims:

- to compile a Europe-wide synopsis on the quality of school leadership including the dissemination of the project results in digital and in print form and the setting up of a European framework for the quality of school leadership
- to compile a comprehensive collection of concepts and materials such as leadership development modules in the area of school leadership
- to create an information and communication network in order to provide the possibility of exchanging the concepts and programmes of school leadership in Europe.

To meet these aims, the network undertook the following activities:

- Annual conferences to discuss and disseminate findings (Hildesheim, Tallinn, Bolzano, León) were held.
- Bilateral meetings and visitations between partners and their tandem partners (at least once for each tandem partner) took place.
- Country reports from all 13 project partners and 15 tandem partners were collected and updated.
- A formal and informal exchange of experience and knowledge between partners and participants took place.
- National websites were established or existing websites were linked to the leadership platform to facilitate information exchange.

Information from the partners' country reports and educational research was used to develop the *European Synopsis,* which then was the basis for the *Framework of Reference* and the recommendations.

The *European Synopsis* and the *Framework of Reference* have been published in two volumes with a print run of over 1,000 copies and were distributed to all partners, participants of the conferences and to other interested parties. In addition, a website has been set up containing the synopsis, the framework including the recommendations, all the country reports and other relevant information in an easily accessible and searchable format (www.leadership-in-education.eu).

The intention of our network was to make a contribution to developing a common understanding of key concepts of educational leadership across Europe and to create a shared language around these concepts.

While the European education landscape is diverse and many policies and practices are determined at national or regional levels, all the partner countries agree on the key importance of educational leadership in schools. The network hopes that the materials that were made available will foster cross-cultural learning and understanding of the common issues around educational leadership and leadership development, as it already has for network partners.

It becomes obvious in the reports that good practice exists in all the partner countries. However, it has also become clear that none of these countries has developed leadership programmes that comprehensively address every element of the leadership framework. The *European Synopsis,* the *Framework of Reference,* the modules and the recommendations should be viewed as a means by which educational systems and practitioners may interrogate and revise their own policies and practices.

Education and Culture DG

Lifelong Learning Programme

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

All materials of this final report have been collegially agreed upon by all project partners.

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