



Appendix 1

MLE – The Making of: Leadership in Education

A European Qualification Network for Effective School Leadership

141730-2008-LLP-DE-COMENIUS-CNW

Kick-off Conference

December 1st – 3rd, 2008 in Hildesheim, Germany

Welcoming speech by Peter Uhlig

The Secretary of State for Education, Lower Saxony

Ladies and Gentlemen,

In the name of the government of Lower Saxony and in the name of Ms. Heister-Neumann, our Minister of Education, I would like to warmly greet you to the Kick-Off Conference of the network "The Making of: Leadership in Education".

It is a source of great joy to me that you, the experts from 16 nations in the European Union have come to Lower Saxony to undertake the first common steps in getting the network together. Permit me – even at the danger of carrying salt to Siberia – to tell you something about the federal states and the *land*, where you are our guests today.

Lower Saxony is a part of a federal state system: the Federal Republic of Germany consists of 16 so-called *lands*, each with its own educational and cultural sovereignty. Lower Saxony is the second largest *land* in Germany regarding its area. It has 8.2 million inhabitants and that is approximately the size of the population of Austria. The capital, Hannover, about 30 kms north of Hildesheim, has somewhat more than 520,000 inhabitants.

May I quote you some figures on the educational landscape in Lower Saxony. We have approx. 81,500 teachers who work at almost 3,400 schools, including vocational schools, educating 1.2 million pupils. This year 45 % of all pupils who had attended the four-year-primary school went on to grammar school, in 1995 the figure was only 30 %.

Among a total of 19 state institutions of higher education, university foundations and tertiary institutions, we have in Lower Saxony eleven universities and two Fine Arts Colleges with good academic reputations and excellent research facilities. Among these are the Georg-August University in Göttingen, founded in 1737 and the Leibniz University Hannover. The University of Göttingen has 23,223 students and is the biggest university in Lower Saxony. There are also 13 polytechnics with a clearly defined profile of practice-oriented research and teaching.

The schools are supervised by the Lower Saxony Ministry of Education and by the School Authority of the *Land Niedersachsen* in Lüneburg. The Lower Saxony State Institute for Teacher Education and School Development (NiLS), whose president Prof. Hasenclever, who you have already met, is heavily involved in Teacher Education and works together with the 16 in-service regions organising and developing Further Education for serving school heads together with concomitant qualification measures. NiLS is also coordinating the Comenius Network "Leadership in Education".

The Lower Saxony school inspectorate does the external evaluation for the schools. I hope I was able to give you a short summary of the education landscape in Lower Saxony.

Ladies and Gentlemen,

In the next three years you will be discussing and debating, trying to find answers to the questions on which framework, which structures and which ideas school leadership teams need to do justice to the task they have.

Within the framework of this international Comenius network, you hope to clarify which standards you wish to recommend to the European Union regarding the role of head teachers.

You have not taken an easy task upon yourself, because school principals have completely different tasks and working conditions when looked at nationally. It will, however, offer an opportunity to compare the working conditions of principals and to learn from European diversity. These problems have not only been brought out into the open by the European Head Teachers' Organisation, but, for many years, have also been dealt with in the "International Network of Innovative Schools and School Systems (INIS) in search of how good school practice can be achieved. After this successful international INIS project work, the topic 'Leadership in Education' will be examined and further developed in the new Comenius network.

Leadership teams in education and in institutionalised schooling is the theme of your project.

Please allow me to formulate three points that should be considered in your deliberations.

The first point I would like to make is: Without good leadership, there can be no good school!

For the past decade, research into the effect of school on pupils' lives has shown that without good leadership teams, without structured quality management, there can be no successful schools.

I can confirm this statement in Lower Saxony for 50 % of the schools we have examined with the help of our school inspectorate. As a former school head of a big grammar school, I think you will believe me if I say that I have a great interest in fulfilling the expectations of quality and of good school leadership. For this reason we have qualified all school principals in large-scale courses for

the tasks that await them in the autonomous school. New school heads have been on specially conceived courses.

My second point is: without clear targets for determining quality, there can be no good schools! Four years ago we introduced centralized school-leaving exams for all school forms in the whole *land*. Former curricula were replaced by core curricula, which gave the schools much more room to manoeuvre.

Six years ago, as the first federal *land* in Germany, we introduced a framework of orientation called "How good is our school?" along the lines of the Scottish model. This model has six areas of quality relevant for all schools, for the inspectorate, for Teacher Education and also for school heads. This framework of reference for good schools has been taken over and further developed in the meantime by the German-speaking countries.

All these measures are closely connected with the official introduction of the autonomous school in Lower Saxony on 01.08.2008, which is all about achieving a better quality of school. We have put the responsibility and the room to manoeuvre for further development where it belongs: in the hands of the schools themselves. We fulfil our state responsibility by way of standardized internal and external evaluation and consultancy systems. Both areas cannot be separated. We do not only evaluate the quality of school through the results of the final exams in central examinations, but also consider individual learning development – which is what makes school all in all a living organism.

My third point is: without autonomy, we will not have good schools.

In a new set of regulations we have given parents and pupils considerably extended cooperation and co-determination opportunities through the creation of school boards. These school boards or stakeholders, in which the teachers have 50 % of the seats, control the budget and also the self-evaluation of the schools. We believe – and first experience supports this - that the quest for a new school profile motivates everyone working at the school to look for the best ideas for the educational development of the school. We have not given up state control altogether. On the contrary: this was the very reason we introduced school-leaving examinations and a quality check regularly every four years by the school inspectorate.

Against this background, the work of school principals is given new life and oriented towards the best possible individual support of every boy and girl pupil. The latter are at the focal point of good teaching and learning, because education is always self-education, pupils have to become active themselves. Nobody can take away thinking, acting and experimenting from any girl or boy pupil. School offers pupils the opportunity to acquire a whole range of knowledge, basic social competences and the elements of our culture on an individual basis. A good school educates for tolerance and the readiness to help, for academic performance and the ability to deal with conflicts. The pupils are involved in creative and self-confidence building activities; they work autonomously, are responsible partners and also can enjoy experiential and investigative learning and doing. The maxim that pupils learn attitudes and values through subject content is an essential in education and its didactics.

It is a challenge for all school heads, for the teachers and all those working in school to develop a common idea of professionalism. And, together, it demands from them the will to shape the life of the school.

The most recent results of the work of the school inspectorate in Lower Saxony show that many schools are a long way from fulfilling these expectations in their everyday life. That means, that it is our task to help them formulate clear educational aims and to show them the ways in which these aims can be reached. It is not always easy to move teachers towards a common development in quality because of their different ideas and at times highly individual attitudes, so we have strengthened the position of school heads in our School Law: they are not only responsible for quality in their schools but are now distinctly the immediate superior of their staff.

If the aim of personality development is "accepting responsibility in individual freedom", then quality development must be the expression of autonomous and self-critical action. The task of the state lies essentially in the shaping of a framework to achieve this. That is why we have, for example, increased the budgets of the schools. That is why we have introduced the above-mentioned school boards, where once a year the school head has to answer for what has been happening in the school. There, ongoing processes are evaluated and the appropriate consequences are drawn. All this is new after 60 years of top-down regulated school and requires some rethinking not only in the schools, but also in the administration of education. The school authority has to leave some freedom: we must now rethink and define supervision from the point of view of the autonomous school! The School Supervisory Board remains the superior of school heads, has, however, in rare cases a direct right of intervention in schools. There will certainly be mistakes made in this process of change! But learning from mistakes is an essential step towards responsible actions. It is critical for schools to find out for themselves what the best thing is for their development.

These new steering ideas no longer mean top-down regulation, but rather offer the schools some guidance, which enables them to look at the quality of their school programme as a whole, in order to plan autonomously, to shape school life, to review accomplishments and to improve. To set a high-quality and responsible, but also motivating process in motion, we need especially enthusiastic and well-qualified head teachers.

How can you learn to accept the responsibility of school leadership? How and with what means should head teachers be supported in their new responsibility without patronising them? What framework do head teachers need to function in a sustainable way?

All these questions need the answers that you, together, are going to develop, Ladies and Gentlemen.

From my point of view, your answers should be put to the test. I believe it is necessary that, after one year at the latest, schools should be invited to join in the research and clarification process in the framework of your project.

I would be happy if as many as ten Lower Saxony school staffs could participate in this process of clarification – at all events the necessary resources are at your disposal. I would also be very

happy if we were successful in using your insights from your international cooperation in the soon-to-be-founded Lower Saxony Academy of School Leadership.

Permit me, in my final remarks, to thank those people who initiated this project. I would like to mention those who worked together, amongst you, on the project "International Schools of Excellence", where you determinedly pursued the idea over three years to network school leadership qualification on a European basis.

They are:

from Switzerland – Dr Oertel and Prof. Rüttimann,

from South Tyrol – Dr. von Dellemann,

from Austria – Dr. Ettmeyer,

and from Lower Saxony the initiator of this international project work – Armin Lohmann, who is in charge of the Lower Saxony steering group. I am happy that Lower Saxony can once again in this way take on international responsibility for better schools in Europe.

I should also like to thank the team headed by Dr Berndt in NiLS for making the project application to the European Union and winning the project against high odds. Dr Berndt and NILS have taken over the project coordination - for that, also, my grateful thanks and appreciation!

We are especially grateful that you, the representatives from 16 European countries have come here to work together on the theme "Leadership in Education". We are looking forward to learning from your experience.

Not only do I wish this international network much success in its future work, but also for the moment, for these days in Lower Saxony, much success, lots of interesting sessions and a flying start!

Appendix 2

Ladies and gentlemen, colleagues, project partners and friends of our institute,

It is not just following convention if I say:

It is a privilege to welcome you as the President of NiLS to this inaugural meeting.

This is a historic occasion, not only for us but also for the Socrates Commission in Brussels, that in the final stages of the network project, all the countries in the European Union will be taking part.

As yet, we have not got to know one another, as I have only been President for a few months. For that reason, I would like to introduce myself in a little detail, because I believe that you should know who your partner is – whether it be the person or the institute – and what support you can count on from us. For the same reason, I shall limit the focus of my speech to the importance of the project, now and in the future, for the Lower Saxony State Institute of Teacher Education and School Development.

In short: I was the headmaster of an independent school for a long time, and I was a member of the Federal Parliament, but also of the Regional Parliament, so that, from this work, I know how the Ministry of Education works inside out. I am not revealing any secrets, if I tell you that the professorship I have held for some years has always been concerned with school development, also on an international scale, and this in close connection with the ethical questions involved.

One essential reason for my accepting the Presidency of NiLS in the concluding phase of my professional life was the regional government's plan, to ask me to implement the establishment of a Leadership Academy within the framework of NiLS. All the indications in education politics in recent years point towards improvements in schools only being possible through improved school leadership. So you see, for me, the network project "The Making of: Leadership in Education" is a gift from heaven. At this point I would like to expressly thank the initiators – especially the NiLS professionals – for putting together the long and complicated application to the European Union and congratulate them on winning the Brussels competition.

Ladies and Gentlemen, they are professionals, in so far as they have been successful with all the project applications they have made to Brussels and have carried through those projects according to the deadlines and with great success. They have also produced a series of European publications to this effect.

For me as a European and as an internationally minded person, it is a wonderful thing to learn from your neighbours. It is often the case in everyday life that we do not know what is happening some kilometers away in the neighbouring region – not to speak of other European countries.

I am very happy to specially welcome two colleagues from outside Europe from our partner regions – they are the representatives from Switzerland and Mrs Elena Garcia from Perm in the Urals, even if her name sounds Spanish to us. Not here with us today is the representative from our associated partner South Africa, but I hope he can be with us next time. Political developments, arising at short notice, prevented him from coming.

Appendix 2

Dear Colleagues, specialists in adult education tend to exchange vast amounts of information at kick-off meetings, with the result that a lot is forgotten and the information value of the conference sinks.

But this network is aiming for a premium information value, so I should like to wish you every success and the determination to stay motivated over three years, working together as colleagues.

Thank you for your kind attention.

Appendix 3

Educational Administration in Poland

The Basic Law of 7th September, 1991 regulates education and educational structures in Poland administratively and financially. The reform rests on six pillars.

- the new school system
- the examination system
- the separation of administration and inspectorate
- the new definition of the teaching profession
- the new financial principles of the school system
- the reform of the school curricula.

The administration: Who decides what?

The Ministry

sets up the framework, formulates education guidelines, regulates how teaching documentation is done, makes laws on experimental projects. Coordinates the inspectorate, does school supervision, sets standards, directs teaching capacity and organises exams. Establishes criteria for school heads and leaders in education.

The Head of the School Supervision Authority

puts regional educational policies into effect. Has a supervisory role. Checks school profile targets legally. Participates in advertising head posts and can formally dismiss a school head.

Self-administration Authority

does strategic planning. Helps in profiling new schools. Checks out organisation and creates service units. Supervises finances and administration in schools. Interacts with schools heads and the SSA Head in education issues, does formal installation of head and can extend a headship for a further period.

School heads

Professional educational supervision of teachers, school organisation, school year planning. Financial responsibility. Chairs staff meetings to decide on the curricula, development and

other projects. Makes tactical decisions to support optimal pupil development. Regulates parent participation. Organises quality control in the school.

Quality control

Regular, organised and systematic analysis and evaluation of the work done, involving pupils, parents and teachers. Checks compliance to the Law. Are expectations being met?

Only efficient administration can help push through reforms in education. Two tendencies: decentralisation and nationalisation of decision processes. Decentralisation means limiting decisions made centrally and increasing local tasks proportionally. Has led to precise description of role of the self-administration authorities. The role of the Head of the SSA is intended to cut bureaucracy. Self-administration is getting more powers and the role of the head is now more important. Pupils and teachers are now seen as individuals.

Further Education for Colleagues in Leadership positions

State financed and state organised institutions are now in place for FE in Leadership, but they are poorly equipped. Self-improvement is expected of teachers. In practice, the system is not working well – it's behind the times. Private institutions with better resources are doing better. There is an ongoing discussion about the quality of the two institutional types.

School heads and leaders in education have their own highly active, professional organisations with annual conferences (e.g. on the theme of the ISSO procedure). They work on educational and administrative issues. One of the most influential is the OSKKO (All Poland Educational Leadership Association (circa 3,400 members). OSKKO works for progress and improvement, helping to finalise laws put forward by the Ministry.

Recent themes have been:

- **exaggerated centralisation:** there is a definite wish for more influence and participation by parents, pupils, local communities and employers.
- **imbalance town – country:** divergence of results – country children at a disadvantage.
- **evaluation and supervision:** evaluation criteria are being neglected. Stimulation of innovation and FE measures are not sufficient.

Together for Education is a non-governmental organisation to support the development of education and science. Its highly motivated founders came from all parts of Poland. Our concern is **QUALITY**.

We are now an important partner of the Ministry of Education, especially when changes are being made in the education system. We are a member of large and small projects on all levels of Polish education. Our specialists on Organisation und Management will be participating in the project *Leadership In Education – A European Qualification Network for Effective School Leadership*.

The following colleagues will have special responsibility for the EU project:

Aleksandra Gołębiewska – a specialist in Educational Management, who coordinates FE sessions for the Min. of Education in Greater Poland (Województwo Wielkopolskie). She is a supporter of 'intelligent management' in schools. A school head needs local allies and sponsors, his pupils need to see a role model in him/her and the working conditions in school for all concerned should be really good.

Danuta Habdas- Special adviser to all teachers of German in Greater Poland. She is highly experienced in the preparation and execution of European projects. She has long taken a particular concern in intra-school and intra-staff communication, thus exerting a beneficial influence on developments in school administration.

We look forward to putting our idealism and energies into the project "A European Qualification Network for Effective School Leadership".

Our logo:



IRELAND

A Report on Leadership Development in Primary and Post-Primary Schools in Ireland

Inaugural Conference "Leadership Development" Hildesheim, Germany

December 2008

The criteria for appointment to the position of school principal in Ireland are a teaching qualification and four years teaching experience. Many teachers pursue studies to Diploma and Master's level and these qualifications are considered to offer preparation for the position of school principal if there is a leadership component within the programme. However many of these university based courses are not designed specifically as programmes of preparation for leadership although their successful completion has standing among selection committees for leadership positions within primary and post-primary schools.

The Leadership Development for Schools (LDS) programme was launched by the Department of Education and Science in 2002. This initiative was a response to many reports highlighting the importance of positive school leadership in the years since 1992. The team comprises sixteen school leaders seconded from their positions within schools to work fulltime with the programme. The team works with associate members, practising school leaders who commit time to LDS each year, delivering programmes that have as an objective, the development and support of school leaders in primary and post-primary schools. Through the programmes they offer the LDS team aims to:

- Develop and support school leaders in their schools
- Enhance and improve the learning opportunities of all children
- Involve and support the teaching staff of schools in the leadership process and strengthen schools as learning organisations
- Facilitate the further development and improvement of schools
- Strengthen links between the various educational partners in schools

LDS aims to develop the capacity of school leaders through the enhancement of knowledge, skills and competencies, attitudes and values, and behaviours. The programme methodology involves participants as active learners who take responsibility for their own learning. They are encouraged to share the richness of the experience they have acquired and to set up networks of support within their geographical area.

LDS offers programmes for

- Newly appointed principals
- Experienced principals
- Newly appointed deputy principals
- Middle leaders
- Principals of Special Schools
- Principals of schools in challenging communities

In September 2008 LDS, in partnership with the National University of Ireland Maynooth (NUIM), launched the Toraíocht (Gaelic translation of 'quest') programme, leading to a Post-

Graduate Diploma in Educational Leadership. It is a programme of professional development for teachers interested in developing their leadership skills. It aims to enhance their current work and to support preparation for future senior leadership and management positions. It will develop the knowledge, understanding, attitudes and skills required for successful modern school leadership. The programme is taught by the LDS team and members of the Education Department NUIM.

It is clear that leadership is increasingly being recognized as central to any education system. Leadership policy in Ireland is evolving as part of the overall and on-going changes in the education system. Ireland has a proud history of involvement in education from the time when our island was known as 'the island of saints and scholars'. It is our hope that we can carry on this rich tradition through the twenty first century in partnership with colleagues all over Europe and beyond.

Carmel Lillis

Assistant National Co-ordinator

Leadership Development for Schools

ROMANIA

The Frame of Competences Specific to School Managers in Romania

Categories of competences. Specific competences. Fields of their applying.

I. Competences of communication and relationship

- To select the adequate ways and means of communication in order to make the managerial approach efficient
- To adapt oneself to various/unpredictable situations in order to properly solve education problems
- To solve conflicting situations following an investigation made by mediation and negotiation in order to assure a climate of trust and responsibility.

1. work climate
2. counselling and offering audiences
3. relationship with community and partner institutions
4. communication with pupils.

II. Psychological – social competences

- To value the individual and group features of the interlocutors in order to achieve an efficient communication.
- To adopt an adequate behaviour in the relations with interlocutors in order to achieve a proper collaboration climate.

5. professional ethics

III. Competences of using IT

- To synthesize information in order to create a data base which should be useful in the managerial act
- To turn to good account the information from the data base in order to make the decisions in concordance with the realities specific to educational environment
- To use informatics techniques and technologies in order to make their activity efficient and to assure its quality

6. managerial activity

IV. Competences of management and coordination

- To project the activities in order to achieve an educational approach of quality
- To organize the activities in order to achieve the managerial plan objectives
- To coordinate the educational process in order to achieve the school progress
- To manage the decision making act through assuming responsibility or delegating responsibilities within the school working groups

7. educational process

8. management of meetings

V. Competences of evaluation

- To establish evaluation objectives and criteria having regard for the principles of total quality management
- To use the evaluation techniques and instruments specific to the educational process
- To evaluate the educational approach in order to identify the teaching staff's training necessities

9. educational process

10. initial and in-service training of the teaching staff

VI. Competences of managing and administrating the resources

- To manage the material and financial resources according to the priorities of the managerial plan and having regard for general and specific legislation
- To manage the decision making act through assuming responsibility or delegating responsibilities within the school working groups
- To select the human resources in accordance with the school specifics

11. financial and material resources

12. human resources

VII. Competences which aims at institutional development

- To analyse the educational context in which the school works in order to project an adequate strategy of institutional development
- To project the strategy of institutional development
- To promote the national and European values in education through programmes and partnerships

13. institutional frame

14. projects, programmes, partnerships

VIII. Competences which aims self-management

- To evaluate his/her own activity with the object of rising the quality of the managerial acti
- To select his/her own training direction in order to develop his/her career in accordance with personal aspirations and with the institution specifics

15. managerial career

MANAGEMENT MODULE

Type of programme: Management programme

Target group: Heads of high schools, lower-secondary schools and kindergartens of the county of Brasov

Justification:

This course that we propose for educational leaders (at various levels of the educational system) and aspirants for managerial positions, offers a minimum of knowledge which should free the formative process from the worthless staff of "information giving", guiding it towards what is more important: developing attitudes, developing competences which, besides the gained knowledge, should bring about an authentically professional behaviour.

Number of hours: 40

Planning on thematic stages/modules:

There will be organized 8 modules of 5 hours each:

- Introduction in management
- Managerial functions, functional domains, culture of school organization
- Decision making process. Negotiation and conflict solving
- Communication within organization and interpersonal communication
- Management of change
- Management of reunited resources. Motivation – managerial function
- Educational and institutional evaluation
- Educational marketing. Partnership with local community and European partnership

- General goal :**
- I. Changing the attitudes and behaviours of the education co-authors from the perspective of a reforming alternative.
 - II.Optimizing the projection and achievement of managerial functions.
 - III.Training the school managers for assisting in projecting and monitoring the curriculum optimization.
 - IV.Assuring the inter-formative character of the in-service training courses.

General competences we aim at: dialogue, arguing, relationship, cooperation, investigation, evaluation.

- Specific objectives:**
- After the course, the participants will be able to:
- to adopt the anticipatory principle concerning the optimization of managerial activity
 - to formulate their own vision on the school decision curriculum
 - to conceive optional activities as educational offer specific to school type and corresponding to the directions of pupils' development
 - to evaluate the own educational offer from qualitative point of view and depending on curricular standards
 - to become *trainer and counsellor*, for both their colleagues who develop curriculum and their colleagues who apply curriculum in the direct relation with the trainees.
 - To diagnose the reunited resources of the institution with a view to elaborating the strategic options on medium and long term.

Activities

Individual, pair and group exercises

- Ice – breaking
 - Brainstorming
 - SWOT si PEST analyses
- Debate
- Art-creative techniques
 - Philips 6 – 6;
- Your own presentation through a leaflet
- Looking for information, using Internet

- Role play, critical thinking methods

Results

- Portfolio comprising all the participants' contributions
- of institutional development
- Case studies
- Observation and self-observation grids

Evaluation system: Of formative type, focused on the effects of changing the trainees' mentality.

MANAGEMENT OF QUALITY

Type of programme: Programme of management

Target group: School managers, teachers, local authority members, parents

Justification:

This course is necessary at the target group level with the view to training the schools for the procedure of external evaluation of education quality offered by educational institutions and authorization, accreditation and periodical evaluation made by the Romanian Agency of Assuring Quality in Pre-university Education. Within this context there is imposed knowing the reference standards and performance indicators, methodology of institutional evaluation and accreditation, textbooks of internal evaluation of quality and guides of good practice in the field of assuring quality in education.

Number of hours: 40

Planning on thematic stages/modules:

- Legislation regarding assuring quality in education (10 hours)
- Politics, strategies of assuring quality (10 hours)
- Standards of authorization, accreditation and periodical evaluation (10 hours)
- Examples of good practice in this field (10 hours)

General goal: Creating a culture of quality at the level of the institution which offers education
Stimulating the development of institutional mechanisms of evaluation, control and improvement of education quality.

Specific objectives:

- Putting up-to-date the competences of diagnosis, self-evaluation of the institutional environment
- Elaborating and implementing some strategies and procedures for assuring quality in education
- Developing a competitive educational offer
- Achieving functionality of the structures for assuring quality in accordance with law.

Key concepts: Communication, flexibility, commitment, responsibility

Activities:

- Expositions
- Workshops
- Debates
- Elaborating individual and group portfolios
- Evaluating courses

Results :

- Portfolio comprising all the participants' contributions
- Case studies
- Observation and self-observation grids
- School strategy from the perspective of assuring quality in education

System of evaluation: Elaborating and presenting the school strategy to every participant from the perspective of assuring quality in education

THE STRUCTURE OF THE EDUCATION SYSTEM IN SLOVENIA



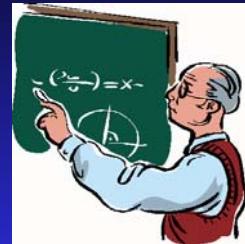
Slovenia

20.000 sq km, 2 million inhabitants, Ljubljana 300.00 inhabitants



The Slovenian education system consists of:

- Pre-school education
- Basic, Primary school
- (Upper) secondary education
 - General secondary education
 - Secondary vocational and technical education
- Higher vocational education
- Higher education
- Post – graduate education



Teachers training

Seminars, Conferences organized by faculties and state and private institutions for teach. training,

Qualification for headmasters

You can reach the preliminary condition to be a haedmaster through the special school founded by the Ministry of Education.

Amor magister optimus

2

Škofijska klasična gimnazija

Štula 23, 1210 Ljubljana

E-pošta:

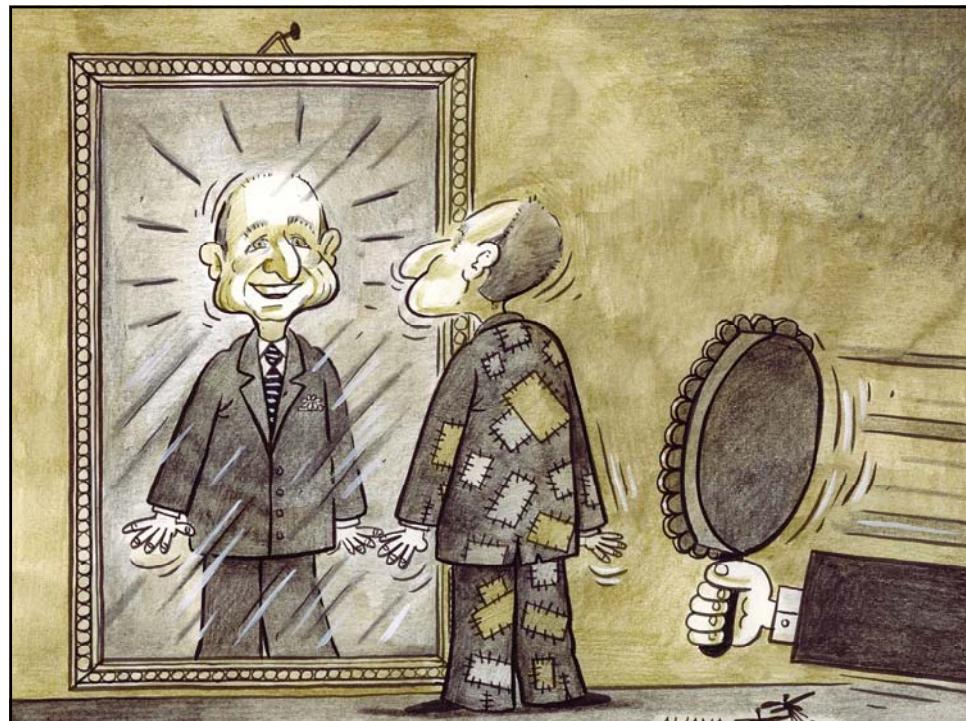
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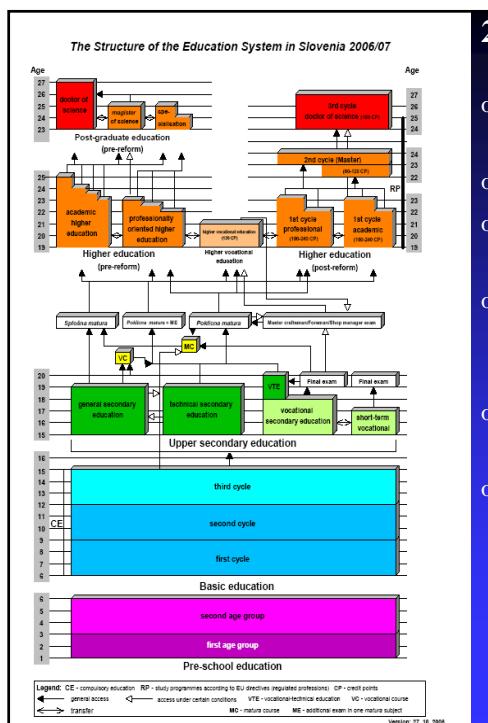
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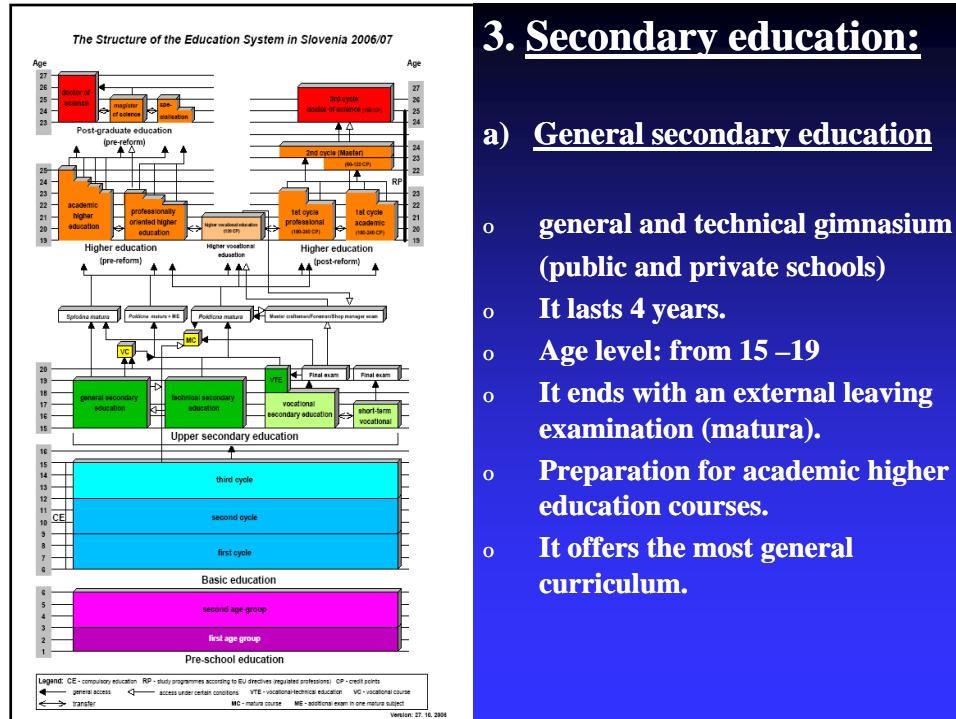
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2. Basic, Primary school:

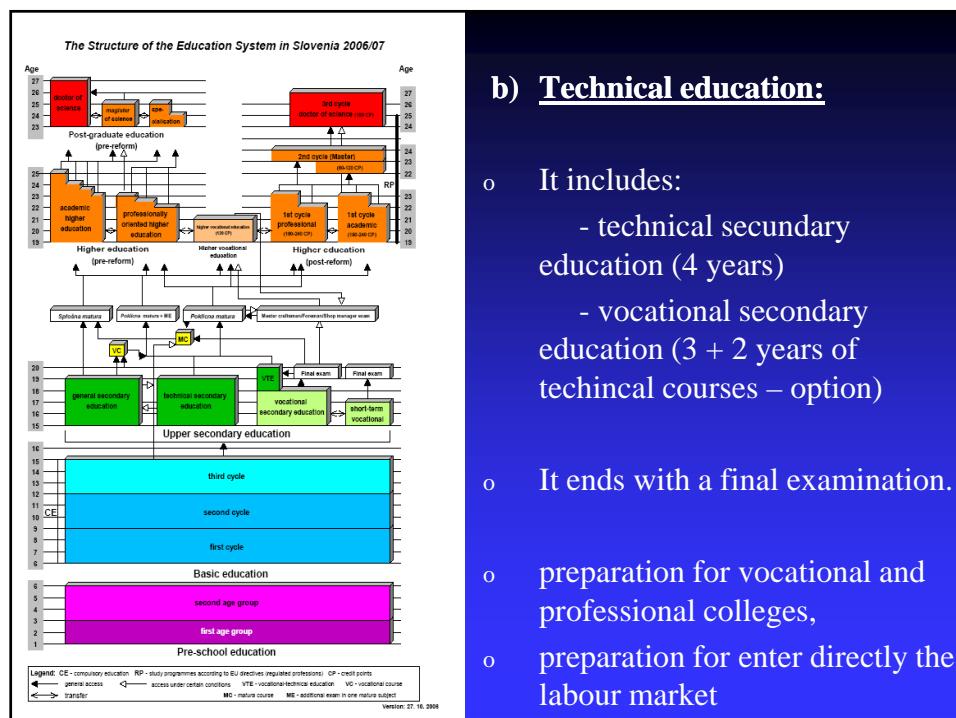
- o Compulsory education, free of charge
- o Most of schools are public.
- o It lasts 9 years (from the age of 6 to 15)
- o Education is divided into tree cycles (descriptive estimation, numerical marks).
- o lessons in one class, lessons in different classes
- o The general objectives:
 - to provide pupils with basic knowledge,
 - preparation for further schooling,
 - preparation for professional and private life.



3. Secondary education:

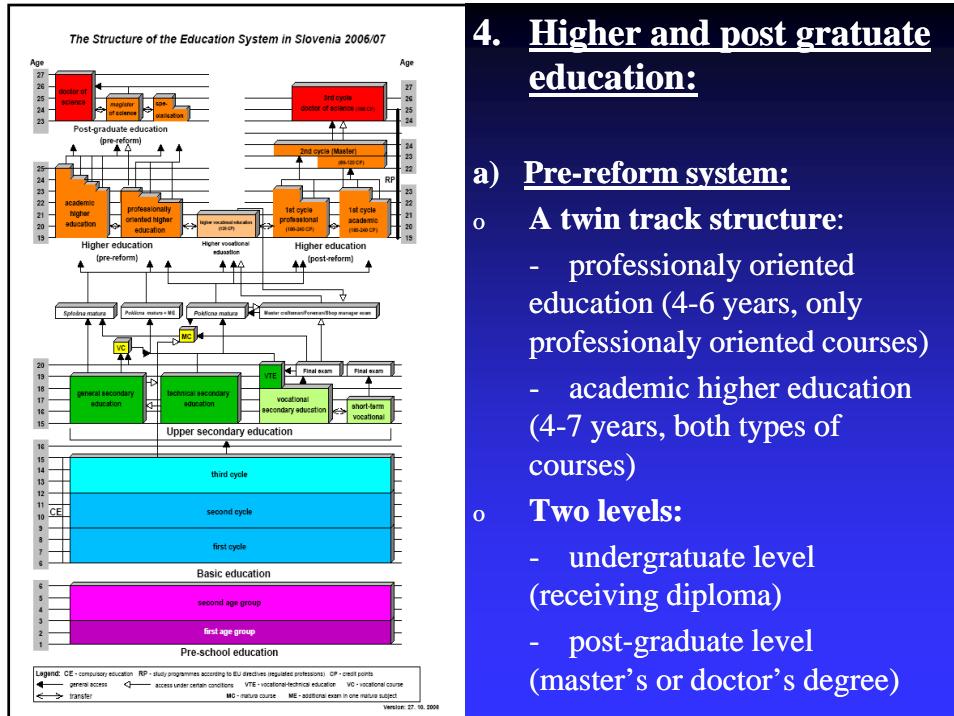
a) General secondary education

- o **general and technical gimnasium (public and private schools)**
- o **It lasts 4 years.**
- o **Age level: from 15 –19**
- o **It ends with an external leaving examination (matura).**
- o **Preparation for academic higher education courses.**
- o **It offers the most general curriculum.**



b) Technical education:

- o **It includes:**
 - technical secondary education (4 years)
 - vocational secondary education (3 + 2 years of technical courses – option)
- o **It ends with a final examination.**
- o **preparation for vocational and professional colleges,**
- o **preparation for enter directly the labour market**



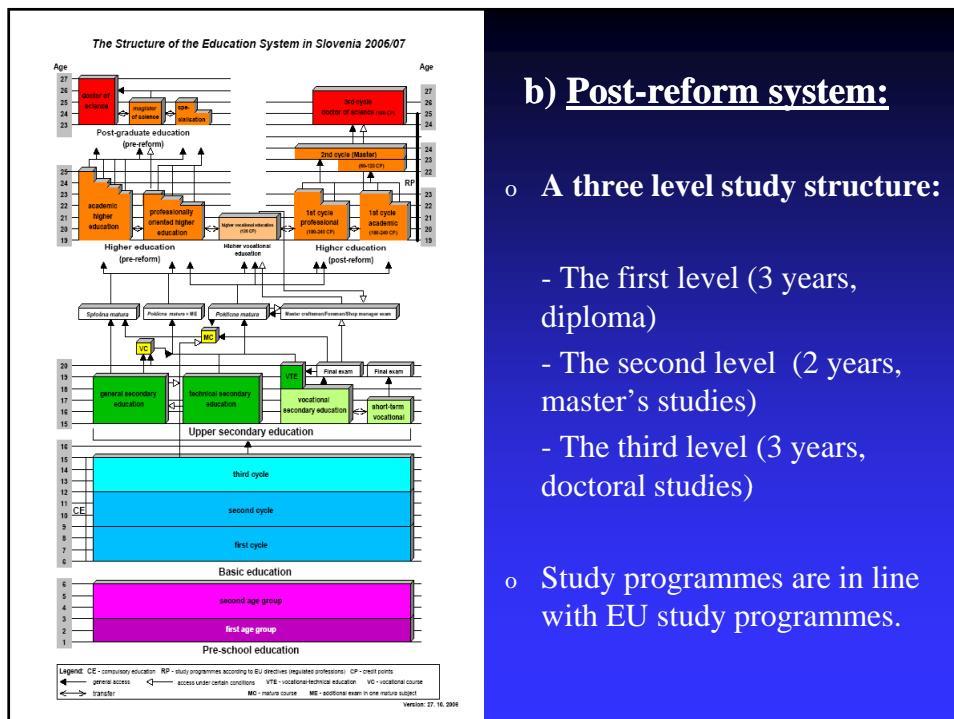
4. **Higher and post graduate education:**

a) **Pre-reform system:**

- o **A twin track structure:**
 - professionally oriented education (4-6 years, only professionally oriented courses)
 - academic higher education (4-7 years, both types of courses)
- o **Two levels:**
 - undergraduate level (receiving diploma)
 - post-graduate level (master's or doctor's degree)

b) **Post-reform system:**

- o **A three level study structure:**
 - The first level (3 years, diploma)
 - The second level (2 years, master's studies)
 - The third level (3 years, doctoral studies)
- o Study programmes are in line with EU study programmes.



GENERAL INFORMATION

(Primary and Secondary education)

- The school year starts on 1th September end ends on 31th August.
- Summer holidays last 8 to 9 weeks in July and August.
- There are also so called Automn, Christmas-New Year, Winter and the first May holidays.
- A lesson lasts 45 minutes.
- The classes are mostly held in the morning, usually at 8 a.m.

- School grading is rated on the following scale:
1 – insufficient
2 – sufficient (usually more then 50% is required)
3 – good (more then 65%)
4 – very good (more then 75%)
5 – excellent (more then 90%)



Thank you for attention!

TURKEY

LEADERSHIP AND MANAGEMENT STRUCTURES OF SCHOOLS

In Turkey and Europe; researchers, policymakers and practitioners increasingly recognize the role of school leaders in today's developing world. With a national focus on raising achievement for all students, there has been growing attention to the role of school leaders and training the teachers and staff working in schools.

Education either creates a nation which is free, independent, glorious, and noble lives as a social community or leaves a nation to captivity and misery." states Ataturk.

In our developing education system where quality becomes the first priority, the importance of leadership shows itself for a successful organization.

From the beginning of the foundation of our republic, our great leader Ataturk, whose principles and revolutions we still follow, was always occupied with carrying our nation towards the highest standards of living. He knew very well that the key to success for a prosperous way of life was education. Even in the chaotic days of the war of Independence, Ataturk made the opening speech for the National Education Congress in which he stated that the improper methods and policies that had been followed for the training and the education of the nation were the most vital causes of the deterioration of our nation in its history. He accepted the teachers as teachers of the future leaders for the independence and the success of our nation. This new generation of the Turkish Republic constructed the concrete basis of a modern and contemporary Turkey. Ataturk stated that the only way for this is education and he started a new era in education in Turkey by his revision of the Alphabet, the right of women to receive an education and the new school system. His ideas, revolutions, principles, reforms which are the base of our country, will always be the most important part of our foundation. They are all fresh and alive in every citizen's heart and mind.

From the period of Tanzimat, in 1824, 5 years of compulsory education had started and in 1997, eight years compulsory education was accepted. In years, our education system has widened its vision and has improved in a more modern way, following the latest developments. Great importance is given to education by the parents of the students as well. This helps to create a strong bond between families, pupils, teachers, schools, and the leaders of the schools and this leads to a supportive relationship in which success and continuity of education are achieved in great harmony.

The development of our education system has been continuing in a fast growing way and after the foundation of our republic, the number of our Primary Schools has reached 35.000 with 410.000 teachers and 10.500.000 students all over Turkey. There are 8280 High Schools with 3.250.000 students and 191.000 teachers. There are 197 universities with 2.300.000 students in Turkey. These numbers show a striking reality: the rate of the young generation receiving education consists of 22% of the population. This is quite an optimistic overview about the future of Turkey but unfortunately due to the inefficiencies in the central management system and the appliances, we are not able to benefit from these well educated people. As a result, there are so many unemployed people with university degree. The education given at the universities is insufficient and not related to the real life and its difficulties. The continuity of the education should be in cooperation with the employers or there must be enough positions in different fields

We have eight years of compulsory education from the ages of seven to fifteen and after that, students take an examination which determines the direction in which they should go according to their talents and capabilities. The choices are Anatolian High Schools, Science High Schools, Vocational Schools, Technical Schools and Common High Schools which all provide four years of education. This began in the academic year of 2006-2007. Apart from

Public Schools we also have Private Schools which are at all levels from primary school to universities. In some private high schools the education is four years plus a year of preparatory class. The private schools also use their utmost efforts in order to enrich and improve education in Turkey. They give great importance to strengthening the connections with Europe and to be a part of councils such as ECIS or CIS. These councils and European Community projects help schools in Turkey to improve in a better way. The growing number of private schools and universities improves the quality of education in Turkey. All these Primary and High Schools are connected to the Ministry of National Education and the universities, whether private or public, are connected with YOK (High Educational Institution).

SPECIAL TRAINING FOR SCHOOL LEADERSHIP

The Methods used in training School Leaders in Turkey consist of 3 preliminary models; the first one is 'The Apprenticeship Model'. In this model, as our education system was founded on a centralist base, it was accepted that the crucial thing in the profession was teaching. To become a director or principle, it was sufficient and important to be a teacher and the duties of leadership that were stated in the law, could be achieved by teachers without extra leadership training. This meant that there were no schools for leaders. The leader at school was the representative of the central authority.

The second method was 'The Pedagogical Model' which appeared at the end of 1970s and was seriously accepted in academic circles. In many universities a department of Education Management and Planning was opened and many students were trained and graduated from this department. The hypothesis here was that management and leadership was a field of scientific study and students who were to become leaders should be trained in the basic fields of organization, management, and leadership academically. By the help of this the concept of Educational Science was developed and evolved into different fields of research such as Education management, programme improving, guidance, psychological consultation. In a symposium held in 1993, it was stated that these graduates should have their traineeship in schools' management departments and be appointed to schools' management departments. But unfortunately they were usually appointed as teachers.

The third and the last model is not really a model for training leaders. In 1999, the Ministry of national education started to use extra criteria in appointing school leaders. For example a leader should have a master's degree in a particular field and should have a publication in Education, training, management. Also candidates must get at least 70 from the Leader Selection Exam. This was a way to eliminate candidates and it changed the other methods of Training Leaders and the traditional method of apprenticeship. But of course experienced teachers are still candidates for school leadership and they must have the qualities of leadership naturally in themselves.

This new method became more successful by the help of traineeship and practical education at schools where these leaders were supposed to work. There must be co-operation between the universities giving this education and schools. Also the teachers who have more than six years experience are accepted as leaders at public schools. When it comes to private schools, elimination gets harder and more qualities are being asked for. In addition to these criteria, experience in management or many years of teaching experience becomes vital.

Applying the regulations in the correct way, having the qualities of a leader naturally, experience in teaching or management, having the appropriate education or passing the leader selection Exam forms the basis of a school leader in Turkey. By the help of all these new regulations and criteria, the number of qualified leaders grows and this affects our education system and the success of our students in a positive way.

ORGANIZATIONS OF SCHOOL HEADS

The Ministry of Education is the head of education and schools in Turkey. All the decisions are made about our education system and the assignations of the personnel, the curriculum here. The Inspections of schools and the teachers are made by the inspectors of the ministry in order to keep the quality and the equality of the education in Turkey in every city, town, and village same.

In Izmir thirty directors of the districts, managers and the school heads come together to discuss their experiences once a month at a different school. The number of the participants goes up to a thousand persons. The school principals, directors attend to these regular monthly meetings which help the education system to advance. The school principals or the directors see the differences and the improvements in different schools and use this experience to achieve in the best way they can for the quality of their school and the success of the students. These meetings has started in Izmir in 1988 and helped the education to develop so much in a positive way.

All the school head masters get the chance to give information about their schools, to discuss the problems or deficiency about their schools. There is always the possibility of sharing the same problem, and the schools are able to solve these problems by consulting each other. Also holding these meetings each time at a different school helps the directors to see the variety in schools. They discuss the importance of the education in Turkey and how to change it in a better way.

For example vocational schools; before they were not so popular but now after the chances in the circumstances and the international certificates one can get, the number of the students increased in these schools. They consider education as a whole; the schools, graduation and finally getting a proper job on your own field. The association of school heads is a very helpful organization for the future of the students. They make connections with the heads of the big companies which would be very useful for the graduates of the vocational schools. They also do their best to make the public aware of the fact that only the education is not enough, the role of the society is crucial as well. There is also the assembly of the Izmir Ministry of Education which is held three times a year in order to see the developments of schools and discuss the conditions in each of them.

Organizations of Private Schools

These are the meetings in which the whole of the education system, the problems of all private schools, the necessary precautions to be taken with the growing demands of the society. The problem solving is generally done by the Ministry. It is being held in different schools in different cities in every month. Every summer and winter holidays, there are informative and educative meetings for the directors and the principals of the private schools in order to prepare them for the new term and to keep them up dated for the latest improvements around the world.

They consider the selection exams for the private schools, keeping the capacities of the classes which are strictly kept maximum 24, the training of the managers, teachers, how to have a better management, discussing the necessary precautions to keep the quality well, to have workshops about the consistency of the standards of the European Union, to inform the directors and the principals about the latest developments in education and management. Private schools create their own management, quality control and these help them to improve themselves continuously.

EXAMPLES OF GOOD PRACTICE

Total quality management is a good way of keeping the quality balanced in every school in Turkey. The purpose is to create schools which are self improving, self renovating, which aim

evaluating and questioning itself, which cares about its personnel, aims to answer the expectations of the students and the parents. In the phase of applying, all the members of management should have these trainings about it. This programme aims to teach learning and tries to create a learning culture. The surveys that were done about Total Quality Management show that the managers and the schools were ready for this and they accepted it totally. The school managements must co operate with the faculties of education, managements of the Ministry of Education and the role of the leaders is the most important in this project. Every public school in Turkey must have the Total Quality Manager ISO 9001.

TAKEV

TAKEV is a private school in Izmir founded in 2001 by the supports of the German Culture and Education Foundation and the Embassy of the Federal Republic of Germany in order to meet the needs of having a German School with a qualified discipline in Izmir. The academics of well-known German Universities, distinctive German Companies and The Federal Republic of Germany and Her Embassy helped a great deal for the foundation of the school where the process of education would start from kindergarten to university level as a complete pack of achievement. The founder director is Mrs. Nur Yaras and the General Manager is Mrs. Gonul Ketenci. They have always been the most active parts of the organization in the school. The basics of the school are respect and tolerance. The positive atmosphere helps the education process and makes it enjoyable for both the teacher and the students.

Unlike the other schools TAKEV has succeeded in creating its own dynamic system which is well-organized in itself and has an interactive education. TAKEV is a big family where the members are the managers, teachers, school staff, students and parents. Everybody gets involved in this process of success actively. The co-operation of the school and the universities is at highly professional level. The concrete bases of the school makes the leading easier and more systematically. The well-organized school year plan and the clear description of the duty of every member of the school helps the fast growth of the education quality.

The communication in the school between all the members is very positive and everybody at school is always reachable and the problems are held in a very professional way and by their experts. The academic processes at school are systematic and a great importance is given to the training of the teachers and the pedagogic experts and workshops, trainings, seminars are being held during the holidays. Every member of the school is given a CD explaining the duties that must be done, goals that must be achieved and an annual school plan about the schedule of every activity at school for the entire year.

There are meetings every week for the teachers, the administrators, the head of departments, every department in itself, meetings with the vice principals and level coordinators, class level coordinators. Every Monday, the school administration emails the weekly agenda and the most important events to the teachers. Also the bulletin is given with a detailed programme of school activities for our students and parents. The targets for the future are highly set but they are all realistic because year after year the successful growth of the school and how it expands from a primary school to a high school with the Anatolian and the Science Departments and a number of 1270 students and 150 department teachers. The focus is on a varied education where every level of students get the education they need and improve themselves in the best way at every level socially, academic and psychically and psychologically. The students are seen as the scientists, the artists, the leaders of the future and important part of the society. The success of the students is spectacular in academic, sportive and artistic ways.

The trips for the students at every grade, celebrations like Christmas, Laterne, Fruhlings Fest, science fair, brunch, picnics for the families, clubs at any subject up to 37 different, all kinds of sports and cultural activities are the rituals of our school. A great importance is given to the education of the students as a whole. Not only the academic education but also social and cultural activities, sports, art play a crucial role for the spiritual and the academic growth of the students.

German is the first language and it is taught by the help of songs and games for the first two years by the professional Turkish and German teachers. In the process of high school Graduation DSD 1/ DSD 2 (Professional Language Proficiency) exam is being held by KMK which is connected to the Ministry of Foreign Affairs in Germany. This diploma helps the students to get the chance to have their university education in Germany without having a preparatory class in German.

English is the second language but the success is inevitable and a special programme is used to teach English for German speakers by the help of the German School programmes. Certificates like TOEFL, Cambridge are also succeeded by our students.

Science and Mathematics are also a very important part of our education. We have very well-equipped laboratories for Chemistry, Physics, Biology, Computer and Mathematics. We have also special classes for Art and Music workshops with fully equipped gadgets. Smart classes with a fast accessible internet are actively used for project based lessons.

We have two conference halls of 250 persons capacity with a 12m² cinema and an Olympic indoors swimming pool, tennis courts, volleyball, basketball, football fields, gymnastics centre. The health of our students means everything to us and we have a specialized doctor and a nurse ready to give the first-aid for any kind of emergencies. In addition to these, the caf  s of our school focuses on a healthy diet for the students and prevents the unhealthy way of a fast food diet which is the problem of this century.

As you heard, and as we believe in, as a country, we will always do the necessary things and improve ourselves in the best way to show Ataturk

GERMANY

Lower Saxony – National Report on School Leadership

Ladies and Gentlemen,
Dear colleagues,

Developing quality in schools is one of the major topics of educational policies and school administration in Lower Saxony. Only two years ago the Parliament of Lower Saxony passed a new and very modern educational act. This new educational act marks an important step on the way towards school autonomy. But what does autonomy imply in practice and what are the consequences for leadership?

The answer to this question is quite simple: the school is responsible for its own affairs. One aspect refers to the responsibility for staff development – this includes the employment of teachers, teacher training and qualification in accordance with the particular needs of the schools and their classes. This new task stands in connection with a new definition of the school principal's role; not only as one of the best teachers in the staff but as the Head of the School in the true meaning of the word, as the superior of the teachers and the other school staff members. Important decisions concerning the school development are made by the school's senior management team (the "Schulvorstand"). 50 % of the members of the management team are parents and students, and the chairman of the management team is – of course – the principal.

As mentioned before, the central task of the school management team is the promotion of school quality, i.e. the improvement of teaching and learning. It is the responsibility of the principal and the school management to define the goals and to ensure that the necessary resources are available whereas the individual processes are supported by school development teams, the so-called steering groups and project teams.

Still, not only the school principal and his staff will have to change their concepts of themselves and their professional roles. Also changes will have to be made within school administration – in its structure and processing. Since May 2005, a new form of school administration has been introduced in Lower Saxony, the so-called school inspection, which was organized similar to its Dutch model, the Inspectie van het Onderwijs in the Netherlands. The task of the school inspection is to measure the quality of a school with standardized instruments and to report the results back to the school where the results will then be analyzed by the principal and the management team. Later the results are passed on to the school development team which designs the strategies for school improvement.

Complementary to the school inspection, a support system is organized which helps the schools to interpret evaluation data and to employ these for the improvement of processes. One part of the support system is the state office of teacher training – the official title is Lower Saxony State office for Teacher Training and School Development (NiLS). The second part of the support system will consist of a school

consultant office which may be connected to our state office later on. Still, this plan has not been fully developed yet.

One of our most important tasks is the qualifying of school principals. Last year we prepared about 2000 principals to do their job based on school autonomy. But not always we have such a great number of participants in our training groups. Usually we support the role shift from teacher to principal. In Lower Saxony there are about 150 newly installed principals each year. In 7 to 8 training groups they learn to handle leadership tools successfully.

Finally some facts concerning the training of principals:

Quantity of training	21 days
Components and Contents of training	1 Leadership in autonomous schools 2 Organisational development and school quality 3 Staff development 4 School as a system and as a subsystem in society Partially supported by web based training materials
Participants	All newly installed school principals
Completion of training	Qualified certificate
Trainer	Experienced principals with special qualification as leadership trainer

I hope that this paper will furnish some information to our European leadership-network, new insights and future ideas for rebuilding and improving the life and effectiveness of schools.

Thank You



Leadership in education, in Hungary

Independent Pedagogical Institut

Appendix 3

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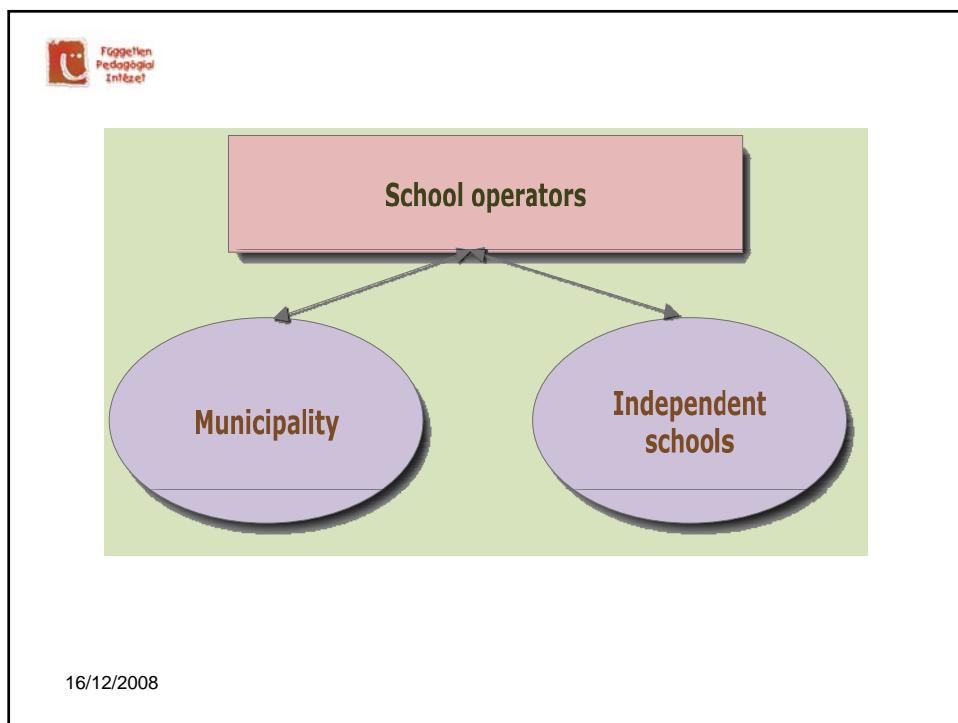
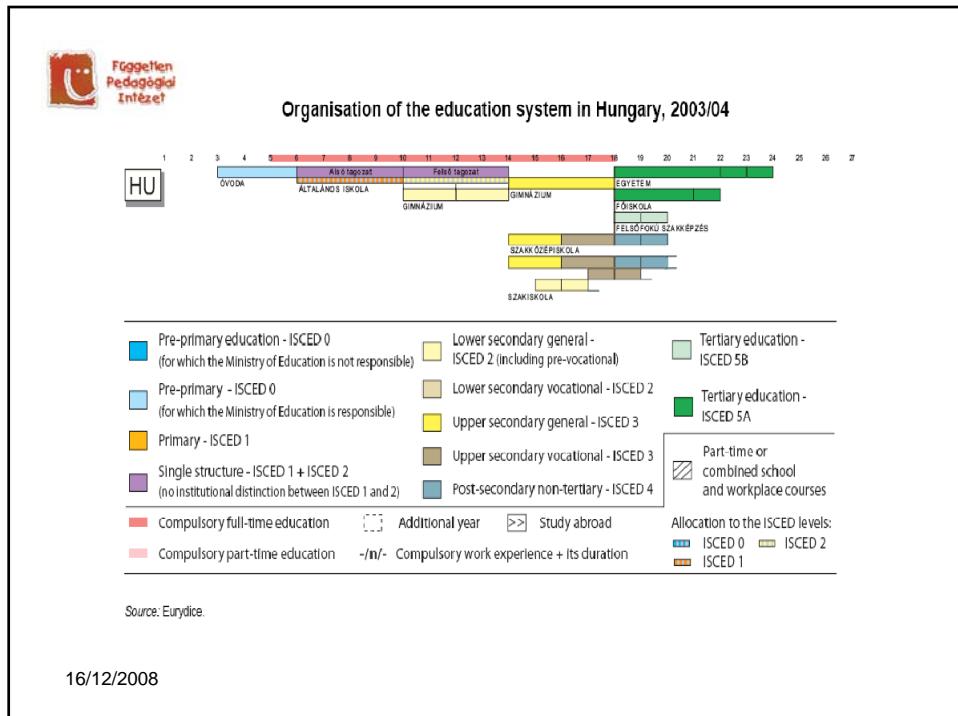


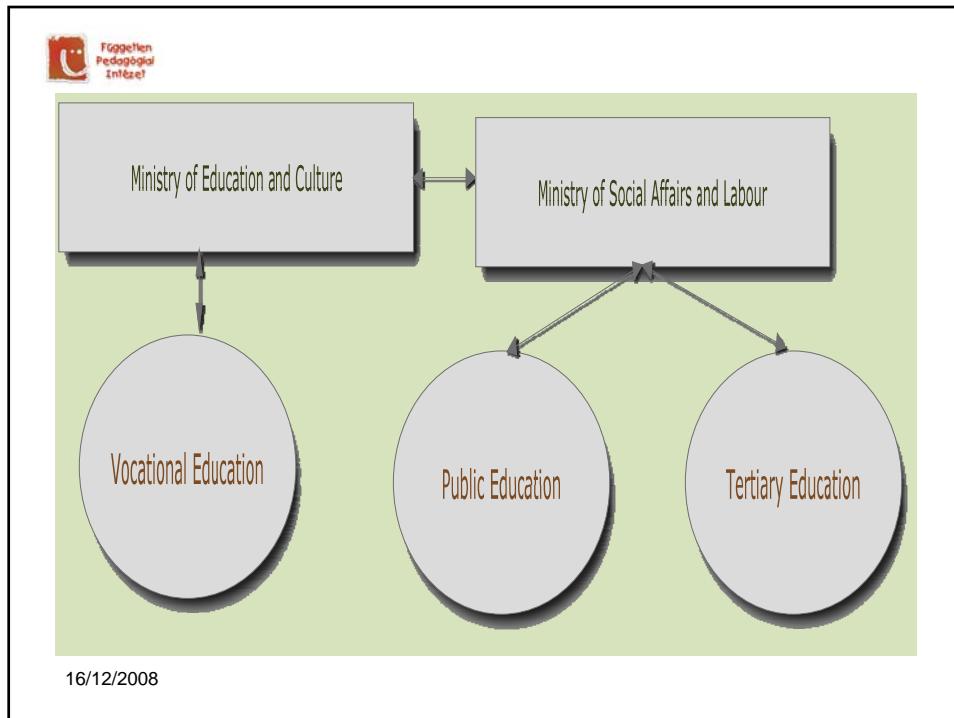
About the Independent Pedagogical Institut

Some tasks:

- Expert work (supervising pedagogical program, organization development, ...)
- Application support
- Approved trainings (Cooperative techniques, project teaching, ...)
- Book shops with the pedagogical books

16/12/2008





Inside a school jurisdictions:

- Headmaster's responsible for the education
- Runs a farm independently generally



16/12/2008

The headmaster's work is helped yet:

- Deputy director
- Education committee
- Teacher workgroups
- Advisory board

16/12/2008



Norway

Represented by the head teachers Gunn Langset Trøan and Kåre Moum from the city of Trondheim. We both represent primary and lower secondary schools (6 – 13 year old students).

School system

The Norwegian school system is very similar to the Danish system (ref. Leif Moos' report). 98 % of the schools in Norway are public schools, run by the local municipalities and mostly governmental financed. What's special about the Norwegian school system, is that all the children who live within a certain area have a right to attend their local school, regardless any mental or physical disabilities, sex, race, religion or economical resources. We are so called inclusive schools, and the special school system has been reduced to a minimum, just meant as a supplementary offer to the ordinary schools for a small number of students. All students in Norway have a right to adapted education, which means that both teachers and school leaders have a huge challenge to fulfill this demand.

School leader education

Until now there hasn't been any specific school leader education in Norway, and therefore no demand for this kind of education to become a school leader. They are usually teachers, team leaders or deputy heads who are recruited to the head teacher jobs. Some teachers are in fact encouraged to take this responsibility because no others apply for the job at some schools. Norway has many small schools in rural areas. 40 % of the primary schools are so small that they have to organize their teaching in mixed age groups (appr. 10 % of the students belong to such small schools).

Although there hasn't been any school leadership education in Norway, many of todays leaders have attended a special education in school development.

Nowadays the Norwegian directorate for education and training is planning to start a special education for school leaders, primarily new leaders, but also open to established school leaders. This will be organized during 2008 - 2011, and gradually there will be a demand for new school leaders to take this education.

Self responsibility

Norwegian schools are more or less self responsible, depending on the municipality they belong to. In this presentation, we describe the way it is done in our city.

In Trondheim, schools are very self responsible. We are assigned a budget for one year at a time, and we are allowed to exceed or save 3% of the budget from one year to another. We are also responsible for the pedagogical development of the school and the staff, we are hiring and firing our own staff, we are running a leisure offer for the 6 – 10 year old children before and after school, we are responsible for the learning environments, both indoors and outdoors, and we are supposed to cooperate with the parents and the rest of the local community around our schools. Students in Norway have got their own legislation to secure a certain standard on their learning environment and to prevent any negative physical or mental burdens that might reduce their possibilities to learn and develop according to their potential. We are very occupied with preventing and stopping bullying.

Democratic form of school government

All Norwegian schools have to establish a pupils' council and a parents' council, who take part in and give advices in decision processes, but in public schools we usually don't have a parents' board that runs the school. The head teacher is responsible for the decisions, but is imposed to cooperate with both the pupils' and parents' board. In Trondheim we have established a special council, consisting of pupils, parents and staff members. The head teacher is secretary for this council, by preparing cases and producing minutes from the meetings. This council gives advices, but the head teacher is committed to follow these advices, unless she or he has very good reasons for not doing that, i.e. economical possibilities to follow up the council's expectations.

It's a trend in Norway, for the time being, that parents, politicians and the society as a whole is very occupied with schools and learning results. Many parents want influence and expect to be active participants in their childrens' school life, while others depend on the schools and teachers and don't involve very much. But all parents in Norway have to meet twice a year for a personal meeting about their childrens development. And every class has got two parents' meetings every year where all the parents are expected to take part.

Political and municipal school government

The local politicians decide the economical frames and some main issues that all the schools have to follow up. Then the director of education leads a process to point out some common goals for all the schools in the municipality for one year at a time. Head teachers take part in this process and each one have to make a special leader's contract with the director annually. This contract also contains each school's own goals and the head teacher's personal development goals. Every year each head teacher has to do an assessment on her/his school and her/his own goal achievements. The results have a certain impact on our salary.

In Trondheim there are only two decision making levels: the director level and the head teacher level. All other staff members are there to support the decisions made at these levels.

Organizing of head teachers' work and support system

This section still refers to the organizing in Trondheim, but knowing that this is a common way to do things in Norwegian municipalities.

All the head teachers meet once a month with their director to be informed and to discuss common matters for the schools in the municipality, following up the politicians demands and our own goals and ambitions. The head teachers are also organized in networks that meet once a month to discuss the same matters more thoroughly, but also to support, inspire and challenge each other as colleagues. We share our competence, experience and problems. Once a year we use to do a study tour. We visit different schools within our own country, but also in other European countries. Some of us have even visited schools in Australia and New Zealand.

Internal organizing within schools

The most common model in Norway is to have an own head principal in every school, regardless the size of the school. In small schools the head teachers will have to do some teaching, but in schools bigger than appr 200 students, head teachers will not have to teach in addition to their leadership tasks.

Then the head teacher usually has a deputy head, who normally has to combine teaching and leadership. Bigger schools may have two deputies. Every school has a secretary, but here too there are various amounts of resources, depending of the size of the school and local priorities.

Since 1991 all Norwegian schools are obliged to organize a before and after school offer, and usually this leisure activities are run by an own staff, with an own leader. This leader often is a member of the schools leadership team.

Teachers very often are organized in teams, who spend some time every week to plan and assess their teaching together. These teams might have a team leader who is a member of the schools leadership team – still depending of the school size and local conditions.

Generally speaking, Norwegian schools are pretty free to decide how they organize their work.

Head teacher's role inside each school

In Norway the head teacher usually is very close to "the real world", visiting the classes frequently and keeping in continuous contact with each staff member. We accomplish a personal talk with each staff member once every year, to follow up, give and get feedback and share expectations and demands with each other.

Usually Norwegian head teachers take an active part in every day life within their schools. The students are supposed to know their head teacher and experience that she/he is there to support their learning and development. We are working hard to make our students

independent and to build a solid, realistic self image, based on their own resources and possibilities. To achieve this, the entire staff in each school has to cooperate towards common goals, and the head teacher holds a very crucial role in pointing out the direction, motivating and supporting both their staff and students.

Head teachers are also central in the cooperation with parents and others in the school environment.

All in all, the expectations towards Norwegian school leaders are huge and wide. And since PISA the demands for better results have increased and contributed to a more national steering through a new curriculum (2006) with more specific learning goals and establishing of a national test system.

Evaluation and response

Norwegian students don't get formal marks until they attend the secondary school (13 years , old). Until then, teachers give their students continous oral and written assessment, and they inform their parents in different ways – both by the compulsory meetings and written comments in the students workbooks. Some teachers and schools have organized a system with weekly written response to both students and parents, and it's a growing new practice to have regular personal talks with each student once a week or every second week.

In addition to the national tests at 2., 5. and 10. school year, we have some standardized survey tests, but Norwegian schools haven't been using formal testing and marking much in the primary school since the 1974 curriculum. Our valid curriculum contains 3 parts:

1. An introductory and general part, that points out the values and superior goals for the education and upbringing of children and youth in Norway (6 – 19 years old).
2. One part that says something about principles and quality framework for the schools.
3. The last part is about goals and expectations within each subject. The formal assessment system is primarily attached to this part.

The students on 5th, 10th and 12th level take part in a national assessment of their learning environments, both according to the physical and human conditions.

There is no national assessment of teachers and school leaders, but some municipalities have made up their own systems for collecting information about their schools – and then automatically get an impression of how well the leaders and teacher function at the same time.

In Trondheim every head teacher has to do a self assessment in addition to the leader's contract with the director. We also have two meetings every year with a representative for the director, where we are confronted with different evaluation results and are asked to reflect and describe our plans for improving our results.

From time to time school leaders are relocated due to lacking results and/or problems within their schools that is concidered to be related to the leader's competence. But most school leaders stay in their position antil they retire. In Norway you might reduse your job gradually when you are 62 years old and you might continue until you are 70.

Schools leaders' organisations

In Norway there are two organisations for school leaders. One of them is for both teachers and school leaders (Union of Education Norway), and the other is exclusively for school leaders (Norwegian Association of School Leaders).

RUSSIA

*Vsevolod Kурдин – rector of ПКИПКРО, the candidate of historical sciences.
Alexander Kolobov – the pro-rector on scientific and research work, the candidate of historical
sciences.
Elena Garcia – the secretary of academic council of ПКИПКРО, the senior lecturer of Chair of
practical psychology.*

School management in a current state of Russian education

Key directions of management and leadership at modern Russian school are determined by target priorities of an *education modernization*.

Process of modernization of a Russian education has been initiated by the government and is lasting for some years. During this process the following sides of Russian education are exposed to cardinal changes:

1. evaluation system of quality of education (certification of teachers and pupils);
2. wage system (a teacher is to be paid according results of his work);
3. state educational standards;
4. management of an education system (sharing of public institutes in management);
5. financing of education (introduction of new mechanisms of financings);
6. organizational forms in education (schools are to be transformed to independent establishments).

In the course of modernization process the following federal programs and projects have started already:

- perfection of structure and the contents of the basic general education;
- realization at regional level of the Priority national project "Education";
- introduction of pre-profile preparation and profile training;
- realization of uniform graduation examination;
- computerization of general education.

Teachers of our institute take active part in realization of these programs and projects and ensure scientific and methodical support of experimental work on these subjects.

Leadership and management structures of schools

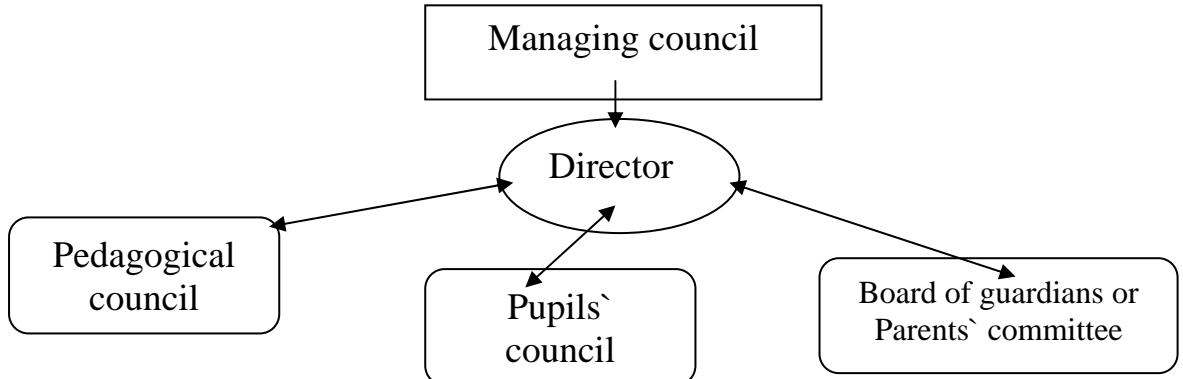
In the last years the administrative structure of many schools has undergone to significant changes. Till the end of the last century the management structure looked authoritatively enough: the principal made decisions, being guided by instructions of local controls organs (urban or regional level), sometimes taking into account the opinion of Teachers council or Parents' committee.

Now the Board of guardians and Managing council are included into a management structure of many schools.

The one third part of Managing council usually consists of the parents elected at a school parents conference. One more third is constituted by deputies, representatives of public organizations or local industrial enterprises. Besides, Managing council includes teachers, the director and pupils of the senior classes.

Managing council approves the annual working plan, the expense budget, the time-table, the stimulating payments.

The Board of guardians is a public organization of parents which also can be the legal body. It does not interfere into the management, its purpose is various assistance to school development, financial and material aid.



Special training for school leadership

Perm regional institute of improvement of professional skill of educators (ПКИПКРО) is not a monopolist in the field of improvement of professional skill of school leadership (that corresponds to a state policy in a sphere of education). Chiefs of schools have a choice: they can improve their professional qualification in several establishments, for example, at Moscow academy or at the Perm state pedagogical university.

Nevertheless, our institute is the leading centre of regional system of a post-diploma additional pedagogical education. In Perm region there are 885 schools in which about 2500-3000 managers work. The institute consists of 11 chairs and 7 laboratories.

Institute activities include following directions.

1. Improvement of professional skill of all categories of educators. Every year more than 10 thousand teachers and chiefs of educational institutions increase the qualification in ПКИПКРО. Almost every second teacher becomes the student, the participant of seminars, practical works, scientific-practical conferences, creative meetings, «round tables» etc.
2. Scientific-methodical support of regional and federal programs and projects of experimental and innovative activity of schools. The system of improvement of professional skill has turned to a system of scientific-methodical support of professional education and development of each educator. To satisfy professional needs and requirements of all categories of pedagogical workers realization more than 400 educational programs of an additional pedagogical education is directed.

Organizational-methodical work as one of the major directions of activity of the institute ensures coordination and interaction with city governments of management of education, municipal methodical services and regional educational institutions.

3. Making consulting services to all categories of educators. In the last years the institute actively works over improvement of professional skill of educators in the field of computerization and Internet technologies. For this purpose the centre of remote (distance) training of teachers was created and nowadays absolutely new system of methodical support is developing.

The distance form of improvement of professional skill gives to teachers and chiefs of educational institutions possibility to improve their professional skill during time convenient for them, in an optimum mode. Introduction of information-communication technologies in training and management ensures transfer of a regional education system on a new qualitative level.

The basic part of work with chiefs of various levels of a regional education system is carried out on *Chair of management and economy of education* of our institute. During the last years a major part of trainees of the Chair are directors and deputies of directors of schools. Besides, chiefs, education experts of city governments, methodologists, chiefs of establishments of preschool and an additional education are trained at the Chair.

Training at three levels is provided:

1. for so-called reserve (for teachers who are potential chiefs);
2. for deputies of directors and young directors of schools;
3. for directors working already for a long time.

The Chair has its educational program which is called «Management of educational institution». This program consists of several modules. The part of modules or program section is realized by members of other chairs of institute:

- Philosophy of education;
- Psychological bases of educational activities;
- Health and education. The school promoting strengthening of health;

A great part of this educational program is realized by members of the Chair. Duration of courses differs: from 24 till 156 hours. The subjects of courses can be divided into following blocks.

1. Management:
 - Introduction in management in education. Management of educational institution; • Innovative management in education;
 - Management of school in the conditions of an education modernization;
 - Management of a municipal education system at the present stage;
2. Administrative base of school:
 - administrative mechanisms of transformation of schools into independent establishments;
 - main points of school administrating in modern conditions;
 - economy and finances in new social and economic conditions;
 - new wage system of pedagogical workers;
3. Quality of education:
 - management of education quality on school level;
 - monitoring of general education;
 - main features of the organization of educational process in the conditions of profile training and pre-profile preparation;
4. Management of some separate processes in school educational activities:
 - development of modern educational technologies at school;
 - development of pedagogical collective;
 - the strategic plan of a school development in the conditions of social and economic changes;
 - development of education as open state-public system.

Associations of school managers

In each city or district there is a Board of school directors with the corresponding status.

Now in Russia and in the Perm region process of creation of Association of chiefs of innovative schools is initiated. This public organization includes directors of schools-winners of the Priority national project "Education".

Examples of good practice

In our opinion, schools-winners of the Priority national project "Education" may be used as examples of successful practice of leadership and management.

So, for example, Perm lyceum 4 is one of the first winners in this competition (which has taken place within already three years). Two essential lines of management of the lyceum are possible to define. It is, first, aiming of management at a certain result. The program of development of lyceum contains the concrete results in the field of quality of education, qualification of teachers etc. Management of school is planned with having these results in mind.

Secondly, a distinguishing feature of a management of this school is the project management style. In the development program there are six projects:

1. development of the contents and educational technologies;
2. increase of professional competence of teaching staff;
3. democratization of school relations;
4. improvement of quality of additional educational services at the expense of a diversification;
5. computerization of educational process;
6. prophylactics of social orphanhood.

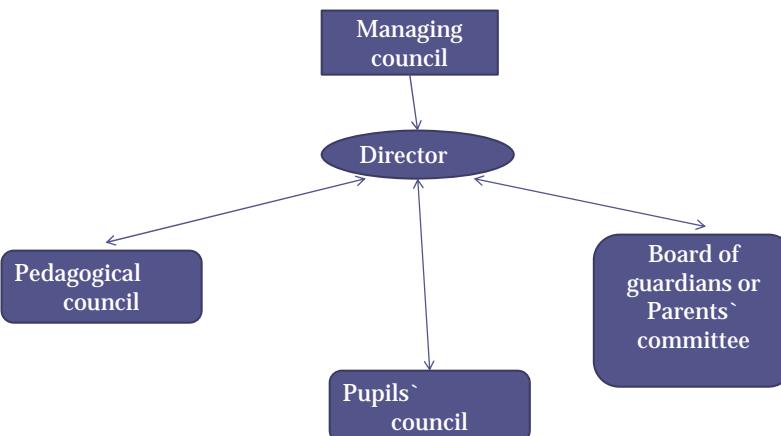
School management in a current state of Russian education

cardinal changes in:

1. evaluation system of quality of education (certification of teachers and pupils);
2. wage system (a teacher is to be paid according results of his work);
3. state educational standards;
4. management of an education system (sharing of public institutes in management);
5. financing of education (introduction of a new principle of financing);
6. organizational forms in education (schools are to be transformed to independent establishments).

federal programs and projects

- perfection of structure and the contents of the basic general education;
- realization at regional level of the Priority national project "Education";
- introduction of pre-profile preparation and profile training;
- realization of uniform graduation examination;
- computerization of general education.



Perm regional institute of improvement of professional skill of educators

Chair of management and economy of education

Training at three levels is provided:

1. for so-called reserve (for teachers who are potential chiefs);
2. for deputies of directors and young directors of schools;
3. for directors working already for a long time.

- 1. Management:**
 - Introduction in management in education. Management of educational institution;
 - Innovative management in education;
 - School management in the conditions of an education modernization;
 - Management of a municipal education system at the present stage;
- 2. Administrative base of school:**
 - administrative mechanisms of transformation of schools into independent establishments;
 - main points of school administrating in modern conditions;
 - economy and finances in new social and economic conditions;
 - new wage system of pedagogical workers;
- 3. Quality of education:**
 - management of education quality on school level;
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 - main features of the organization of educational process in the conditions of profile training and pre-profile preparation;
- 4. Management of some separate processes in school educational activities:**
 - development of modern educational technologies at school;
 - development of pedagogical collective;
 - the strategic plan of a school development in the conditions of social and economic changes;
 - development of education as open state-public system.

- **Board of school directors**
- **Association of chiefs of innovative schools**

1. development of the contents and educational technologies;
2. increase of professional competence of teaching staff;
3. democratization of school relations;
4. improvement of quality of additional educational services at the expense of a diversification;
5. computerization of educational process;
6. prophylactics of a social orphanhood.

Appendix 4

Vom Primus
zum Profi

Armin Lohmann



- How to turn the most important *Staff Member* into a professional *School Leader*
- International Experiences and Results that we can use

Hildesheim 2008 – 12 - 01

Armin Lohmann © MK. Ref.25

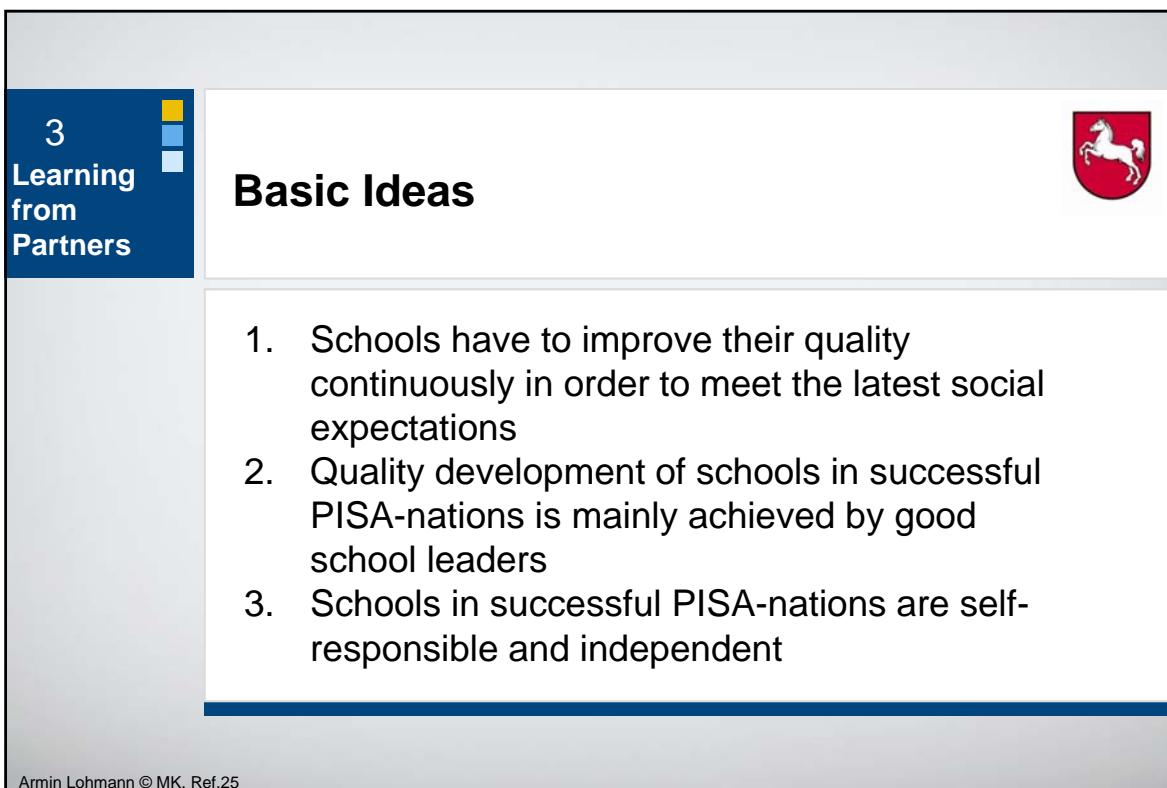
1
How to
change
Quality

Central Questions



1. Which quality goals do schools need?
2. Which internal and external evaluation practices do schools need?
3. What kind of external help do schools need for quality development?
4. Can school networks lead to mutual support among the network schools?

Armin Lohmann © MK. Ref.25



4
The
old
situation

What school leaders are allowed to do



1. schools are self-referential, they do not account for their results and development
2. the Supervisory authority decides about material,
3. financial and personnel resources, head teachers are staff members, although the most important one ("***primus inter pares***)
4. head teachers depend on their staff's consent and therefore have to be clever to achieve this consent

Armin Lohmann © MK. Ref.25

5
The
new
Architecture

Structure of Self-Responsibility in Lower Saxony



Self-responsible
School
Leaders
&
Schools

Armin Lohmann © MK. Ref.25

6
The new Architecture

Structure of Self-Responsibility in Lower Saxony



Framework
“How good
is our school?”
in Lower Saxony

**Self-responsible
School
Leaders
&
Schools**

Inspection
External
Evaluation

Armin Lohmann © MK, Ref.25

7

„How good is our school” – Lower Saxony

Orientierungsrahmen Schulqualität in Niedersachsen



8 SEIS-Quality Dimensions Self-Evaluation In Schools



Results	Learning & Teaching	Culture	School Management	Teaching Professionality	Goals & Strategies
Personale Kompetenz	Schulinternes Curriculum	Gestaltung der Schule als Lebensraum	Führungs-verantwortung der Schulleitung	Zielgerichtete Personalentwicklung & Qualifizierung	Schulprogramm
Fachkompetenz	Schülerunterstützung und -förderung	Wertschätzung & soziales Klima in d. Schule & in d. Klassen	Schulleitung und Qualitätsmanagement	Personaleinsatz	Evaluation
Lern- und Methodenkompetenz	Fachliche und didaktische Gestaltung von Lernen im Unterricht	Schülerberatung und -betreuung	Verwaltung und Ressourcen-management	Kooperation	Planung, Umsetzung und Dokumentation
Praktische Handlungskompetenz	Selbstbestimmtes und selbstgesteuertes Lernen	Beteiligung von Schülern und Eltern	Unterrichts-organisation		Eigenverantwortung und Innovation
Zufriedenheit mit der Schule als Ganzem	Gestaltung von Beziehungen, Zeit und Raum für Lernen	Kooperation mit gesellschaftlichen Partnern	Arbeitsbedingungen		
Schullaufbahn und weiterer Bildungsweg Bildungsbiografie	Leistungsanforderungen und Leistungsbewertung				



10

The
New Idea

Sharing Self-Responsibility



School leaders are responsible for the
processes and the effects

Teachers are
responsible for
the results
of teaching and
education

GOAL:
independent,
responsible
socially competent
pupils

Pupils are
responsible
for their own
learning
processes

Parents are responsible for
bringing up their children

Armin Lohmann © MK. Ref.25

What makes a school leader a good leader?

11

Results

Results of the external evaluation (NSchl - 2008)



- good organisation
- effective communication and information systems
- rituals to support the school community
- knowledge of data and facts related to the school
- development plan with realistic goals
- concept of support
- assessment of results
- fostering personal review development
- complaint management
- cooperation with institutions, companies, politicians
- successful sponsor hunting

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12

SLQ
Concept

School Leader Training Concept



1. **Module: From a teacher to a School Leader**

Mission Statement, Leading & Management
Transformational Leadership, Learning Organisation,
Communication

2. **Module: Concepts and Instruments for Quality- Development**

3. **Module: Budget – Personnel Matters and Personnel Development**

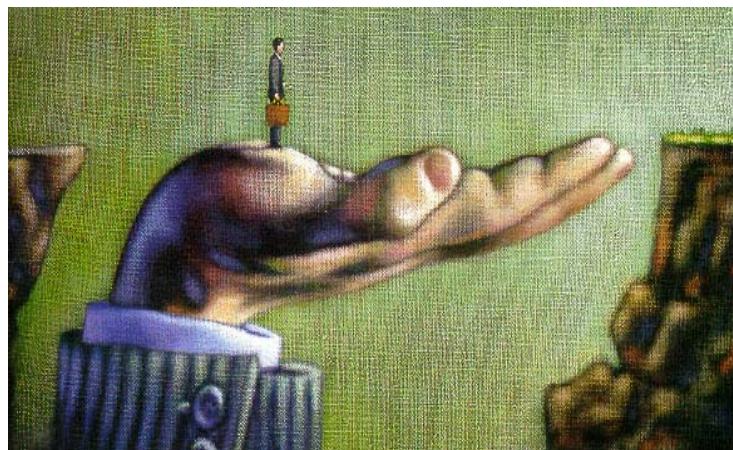
4. **Module: School System and Culture** Health Management – Organisation – Cooperation – Networking

Armin Lohmann © MK. Ref.25

13

SLQ
Concepts

The Role of School Leaders



**School Leaders
build bridges and they are fully responsible
for realising the schools' goals.**

Armin Lohmann © MK. Ref.25

**How to turn the most
important *Staff Member*
into a professional
*School Leader***

Vom Primus zum Profi



Herzlichen Dank
für Ihre Aufmerksamkeit!

Thank you for your attention!

Appendix 5

Writing for Google or for the Leadership Network?

Hildesheim, December 2008

Lejf Moos
Danish School of Education,
University of Aarhus, Copenhagen

Criteria

- **To the point**
 - focused
 - **Practical**
 - Awareness of readership
 - school leaders who want to be inspired and learn
 - international audience
 - Contextualised and process oriented (see Frame)
 - Good arguments (evidence)
 - **Well written**
 - Clear language, well structured, - not too long, but long enough
-

Lejf Moos

2

Overview: Frame

1. **Titel:** presentation & place
2. **What:** describe the project
3. **Why:** what were the intentions
4. **Status:** the situation prior to the project
5. **How:** change strategy
6. **Who:** is involved
7. **Record:** of progress
8. **Evaluation:** of the project

Lejf Moos

3

1: Titel & place

- A good title, catching the core
- Presentation: Where and who?

Lejf Moos

4

2: What

- From everyday practice to
 - project, in-service education, formal education, learning organisation
- Areas of schooling and school leadership
 - see core functions

Leif Moos

5

3: Why

- What were the intentions/visions?
- New external regulations & expectations
- Therefore
 - Change of relations, culture, structure, technologies, procedures ...
- The direction: Success criteria
- Relations to teaching and student learning?

Leif Moos

6

4: Status: the situation prior to the project

- Description/analysis of:
 - School, staff, leadership, local community, students, culture (collaboration, change, planning)
- e.g. SWOT
 - Strengths, Weaknesses, Opportunities, Threats

Leif Moos

7

5: How: Change strategy

- 'Burning platform' – sense of urgency
- Time plan & revisions
- Resources, plans
- Empowering participants
- Short term gains

Leif Moos

8

6: Who were involved

- Leading coalition, leaders and followers
- Participants
 - Leaders, teachers, students, parents
- Alliances
 - Partnerships
 - Internal and external (this network)
 - Support
- Ownership

Leif Moos

9

7: Record of progress

- Who gathers data and writes:
 - Internal 'researchers' and autors
 - Generating data, sources
- Step by step
 - With adjustments made

Leif Moos

10

8: Evaluation

- Who, why & how to whom
- Audience
- Success criteria - defined by?
- Not intended changes
- Institutionalising the changes & processes
- Reflections on future, new directions

Leif Moos

11

Core leadership functions in schools

- Translating expectations/setting and negotiating direction in relation to school's core task
- Understanding and empowering teachers
- Restructuring and re-culturing school organisation
- Legitimising school to environment & forming partnerships

Leif Moos

12



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT



Improving School Leadership

An International Perspective

Deborah Nusche

OECD Education Directorate

The Making of: Leadership in Education
Hildesheim, 1-3 December 2008

School leadership: a policy priority

- OECD activity on teacher policy showed importance of school leadership for effective teaching and learning
- School leadership can improve school outcomes, by influencing the motivation and capacities of teachers, as well as the school climate and environment
- Pressing issues of attracting, training and developing the next generation of school leaders
- Priority: Improving School Leadership activity ranked #3 out of 29 activities for the OECD Education Committee Programme of Work (2007-2008).

What brings us together?

Today's presentation:

Some background on the OECD
Improving School Leadership activity

Common challenges in school
leadership policy and practice

The policy options identified in
our comparative study

Background: The OECD Improving School Leadership activity (2006-08)

An international perspective on school leadership policy and practice

Australia

Austria

Belgium (French)

Belgium (Flanders)

Chile

Denmark

Finland

France

Hungary

Ireland

Israel

Korea

The Netherlands

New Zealand

Norway

Portugal

Slovenia

Spain

Sweden

United Kingdom (England)

United Kingdom (N. Ireland)

United Kingdom (Scotland)

Network of experts

*International
organisations*

Background: Activity objectives

To provide policy-makers and others with timely analysis to help formulate school leadership policies leading to improved teaching and learning:

Synthesize research and review national approaches;
22 country background reports

Identify innovative and successful initiatives;
5 case study reports (AUS, AUT, BEL, FIN, ENG)

Facilitate exchange and dialogue among countries;
3 conferences & 3 workshops

Identify policy options for governments to consider;
Final comparative report

School leadership: the challenges

The role of school leaders has changed dramatically

School autonomy

- “Running a small business”
- Managing human and financial resources
- Adapting the teaching programme

Accountability for outcomes

- A new culture of evaluation
- Strategic planning, assessment, monitoring
- Use of data for improvement

Learning-centred leadership

- New approaches to teaching and learning
- Supporting collaborative teaching practice
- Raising achievement and dealing with diversity

The super principal ?

School leadership: the challenges



Role expansion & intensification

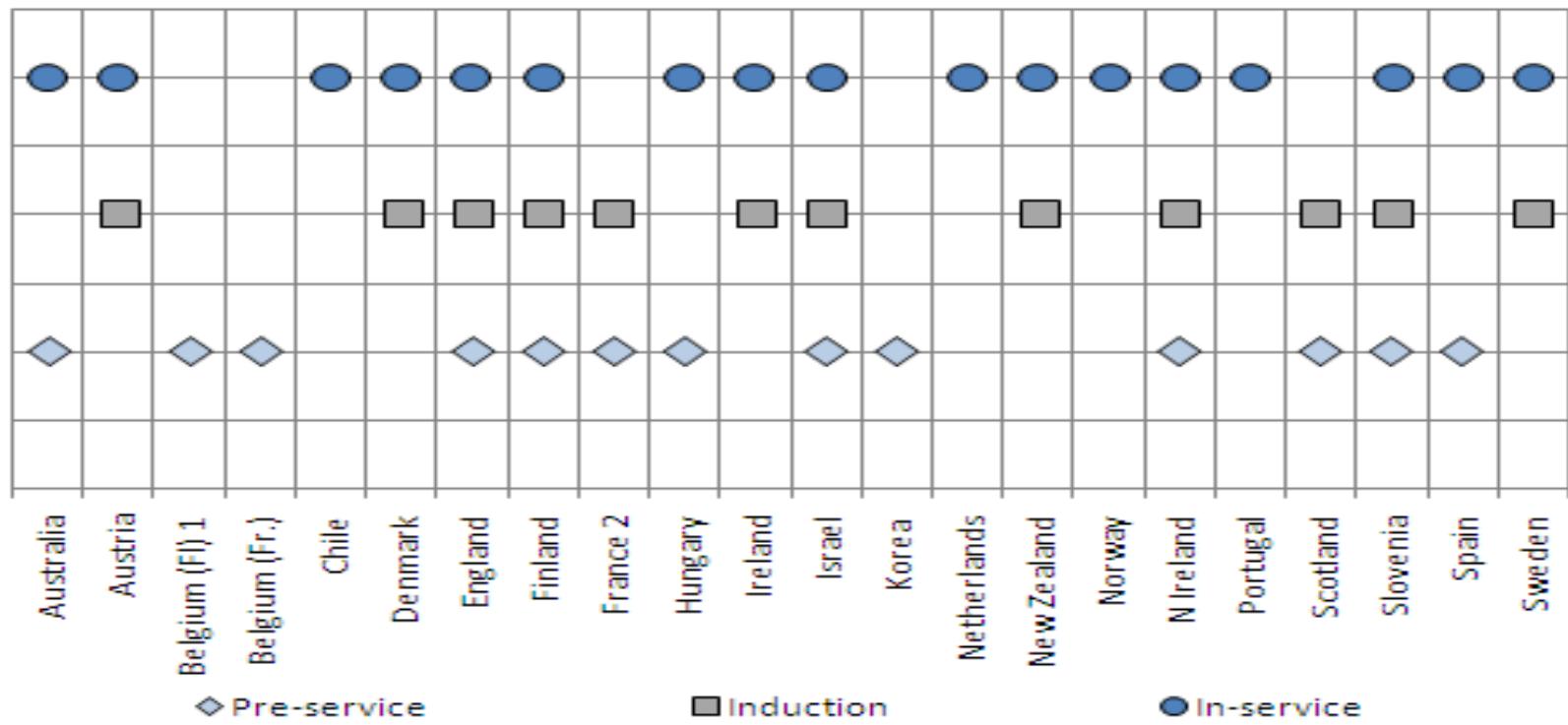
- More and more tasks have been added to school leaders' workload.
→ *How to define & prioritise core tasks?*
- Most of the leadership tasks are carried out by one individual
→ *Need to redistribute tasks*
- Insufficient preparation and training
→ *Need to provide more systematic professional development*

School leadership: the challenges



Insufficient preparation and training

Approaches to leadership training and development (2006)

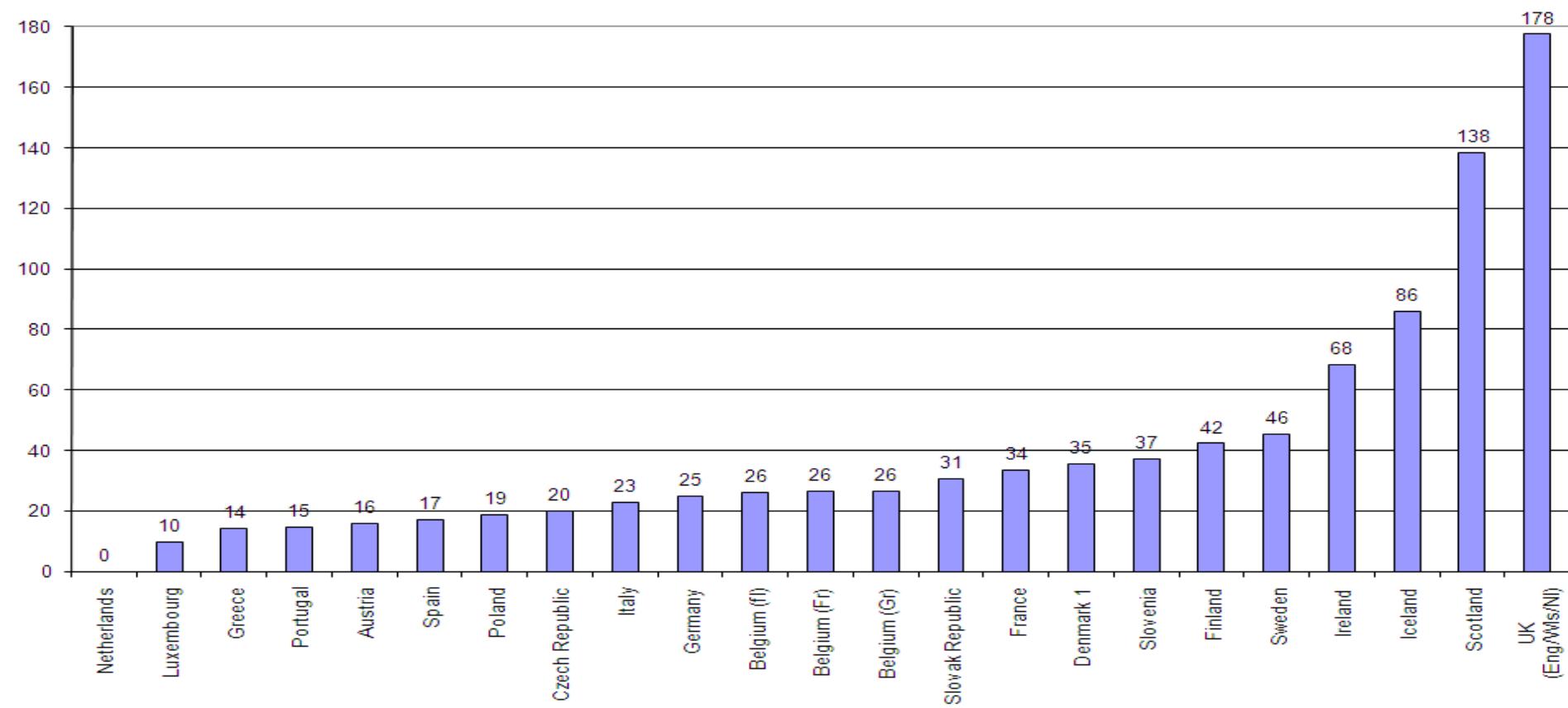


School leadership: the challenges



Unattractive working conditions

Difference between maximum teacher and principal salaries (2003)



School leadership: the challenges



Shortages in leadership personnel

Few people are interested in moving up to leadership

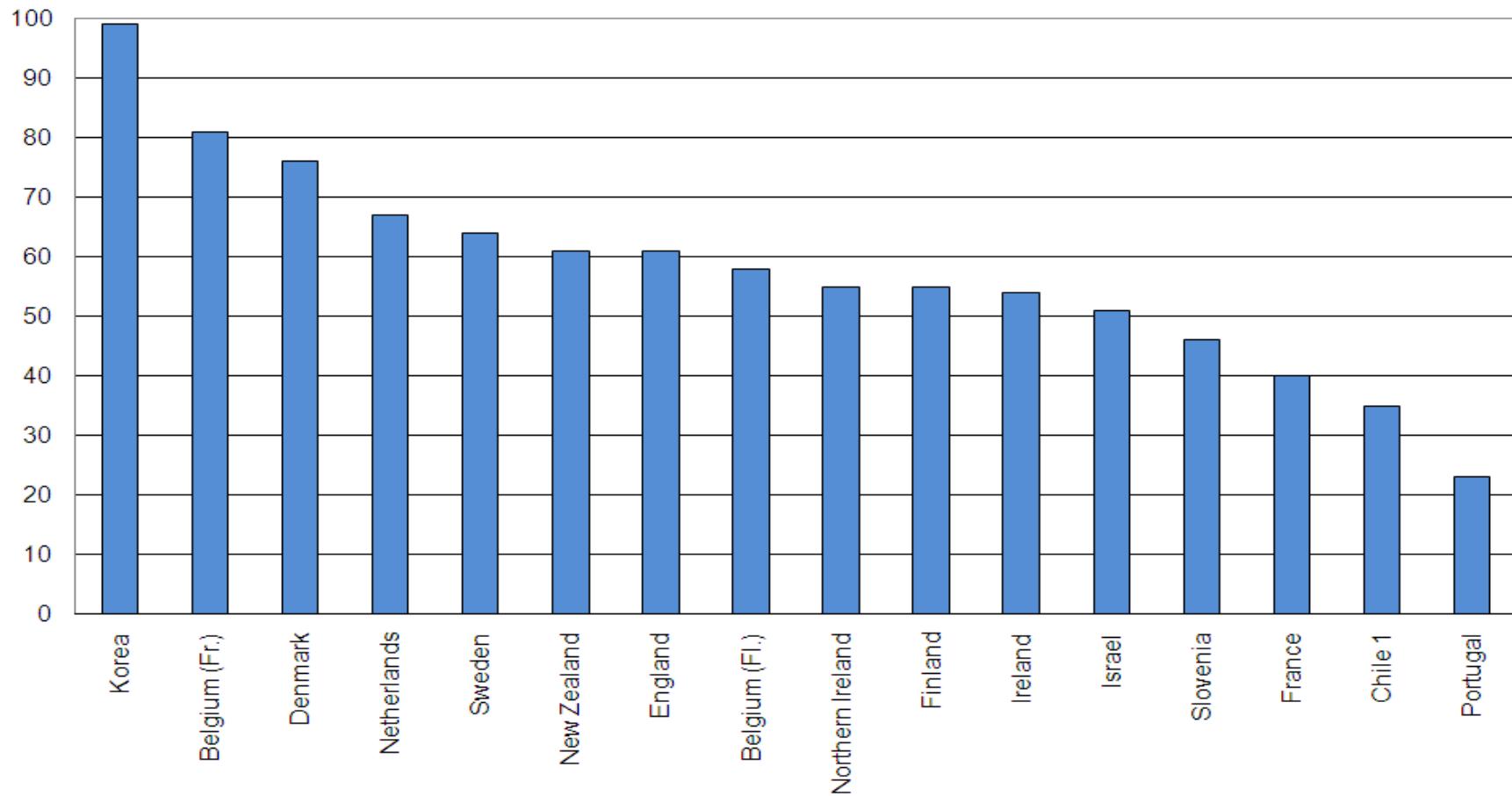
Application numbers are decreasing

15 out of 22 participating countries report difficulties in finding a sufficient number of qualified candidates

School leadership: the challenges

A “retirement boom”

Percentage of principals aged over 50



School leadership: the main challenges



Lack of clarity about the core roles of leadership



Role overload



Insufficient preparation and training



Concerns about the recruitment of future leaders and unattractive working conditions

School leadership: the policy



1) Redefining school leadership roles and responsibilities

- Provide autonomy coupled with support and clear definition of core responsibilities
- Develop leadership frameworks for improved policy and practice
- Frameworks should define the main tasks of leadership for improved learning:
 - Support, monitor and develop teacher quality
 - Goal setting, assessment and accountability
 - Strategic financial/HR management
 - Collaborate with other schools and institutions (system leadership)

School leadership: **the policy**



2) Distributing school leadership responsibilities

- Adopt a broader concept of leadership
- Distribution as a strategy for succession planning
- Extend leadership training to leadership teams and middle management
- Recognise and reward distributed leadership

School leadership: the policy



3) Developing knowledge and skills for effective school leadership

- Provide ongoing and career-staged training (preparation, induction, in-service)
- Ensure coherence and quality of provision by different institutions
- Connect training to experience: combination of learning and coaching and practice

School leadership: the policy



4) Making school leadership a more attractive profession

- Plan for leadership succession
- Professionalise recruitment
- Provide adequate remuneration: salaries should reflect the high level of responsibility
- Provide opportunities for career development

School leadership: the policy



(Re)defining school leadership responsibilities



Distributing school leadership



Developing the knowledge and skills of school leaders



Making school leadership a more attractive profession

Next steps: Filling the data gaps

OECD Teaching and Learning International Survey (TALIS)

- Survey design: 24 countries, 200 schools/country, 20 teachers/school
- Analysis of prevailing roles & styles of school leadership
- Association between leadership styles and teaching & learning environments, e.g:
 - Evaluation and accountability frameworks
 - School climate
 - Teaching approaches
 - Development and support for teachers



Next steps: supporting policy development in countries

A ‘Toolkit’ for Policy Makers and Practitioners

- Facilitate interpretation of OECD findings
- Move from recommendations to policy formulation and practice development
- Make connections between OECD findings and users’ own experience and context



Thank you for listening.

deborah.nusche@oecd.org

www.oecd.org/edu/schoolleadership

Appendix 7

Country report discussion

Working group 2 – 02.12.2008

Minutes

1. It is proposed that all members of the group collaborate in compiling a glossary of terms as there are some misunderstandings e.g. system leadership vs. system of leadership.
2. The country report will comprise 10 pages.
3. Quality control will apply. There will be an interim report followed by a final report.
4. The report on the tandem partner will be accommodated in step 2. There is provision for a visit of two days to the country by national coordinators.
5. Writing should be clear and easily understood. If web links are included they should be introduced briefly.
6. The authors should write an explanation of their position within the education system before going on to describe the situation in the country as a whole.
7. Data from individual countries will be available to authors in different amounts, depending on their positions within the education system.
8. The purpose of the report is to share experiences with interested members of the European professional community.
9. Don't get lost in detail but try to show where leadership training is at in your country.

Carmel Lillis
L.D.S. Ireland

Structure of country reports

The country reports should be brief (approximately 10 pages) and descriptive, not normative. The following aspects have been agreed upon:

1. Background – everyday reality versus political framework?

What is the everyday reality in the political setting? (in brief)

What are the main characteristics of the educational system and discourse relevant to school leadership (from the perspective of a school leader), e.g. number of dropouts?

2. Context

2.1. The national context (i.e. the actual focus in educational policies and in governance of schools – this can be hard governance or soft governance etc.)

What are the main determinants?

2.2. The local (regional or municipal) context

How are schools supported and governed?

3. School Leadership concepts and practices

3.1 Conceptual framework

What are important aspects of legal basis and rationale, legal status of staff and heads?

3.2. The focus on teaching and learning

Which are the instruments of learning-centred leadership, e.g. school programmes, empowering teachers, staff development?

To what extent do organisational structures determine behaviour?

Structures that change behaviour, e.g. forms of learning like teamwork, projects, integrated learning; rituals for meetings/conferences, in-service training, cooperation with parents, external institutions.

3.3. Restructuring and reculturing school organisations

How is leadership supported or distributed e.g. by middle leadership, steering groups, team development?

How are shared values and norms developed and quality fostered?

3.4. Setting and negotiating the direction of the school development

What is the school's relation (legitimisation) to the local community, the wider public and school authorities?

How does the school leader translate external expectations to the staff in setting the direction?

Are partnerships being developed with other organisations in the local community?

3.5. System leadership and cooperation in networks

Does networking and regional cooperation with schools and other educational institutions support learning-centred leadership?

3.6. Examples of good practice / success stories

Describe an example to illustrate successful leadership and/or leadership concept in your country.

4. Recruiting and educating school leaders

4.1. Recruitment and retention of leaders

What type of applicant is successful?

Which competencies and professional skills are considered to be crucial?

What does the system do to recruit leaders?

4.2. Attractiveness of school leadership

Are school leaders rewarded by adequate salaries and social status?

4.3. National structures of pre-service, induction and in-service education of school leaders

Who is responsible for teacher training?

What are the main areas of pre- and in-service education?

4.4. Coaching and other forms of support

What support structure is available and which options are effectively used?

5. To sum it up: challenges, areas of innovation and underlying evidence

Which innovations do you observe?

How will school leadership develop in your country?

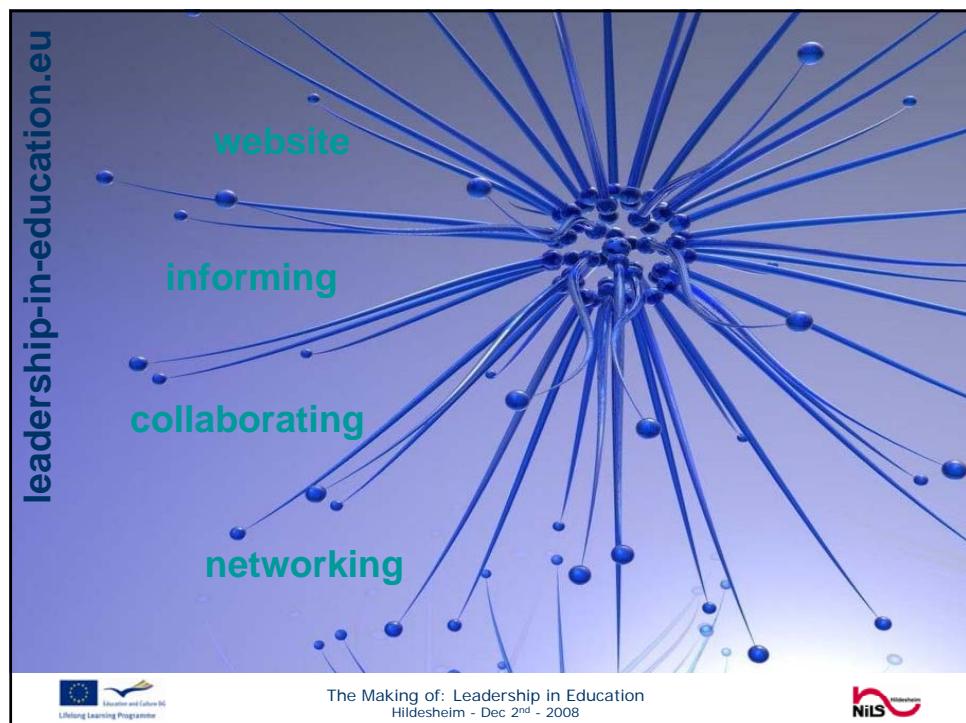
What is the evidence for the mentioned perspectives?

Your personal perspective?

Appendix

Legal situation

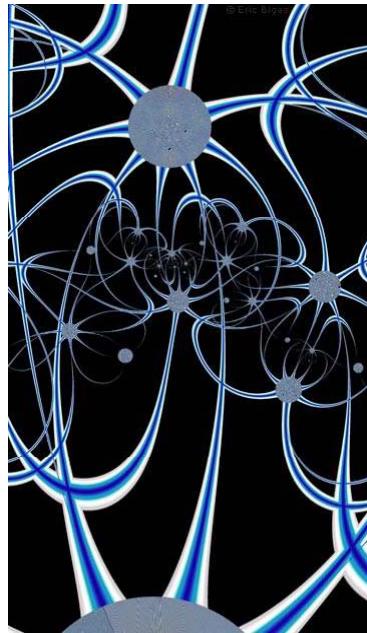
Bibliography



leadership-in-education.eu

The Website

The network website will offer a continuous supply of information for all those professionally interested in the status and findings of the research activities, but also serve the network internally for information, communication and cooperation.



The Making of: Leadership in Education
Hildesheim - Dec 2nd - 2008



leadership-in-education.eu

The central website: content

All content in: English

Selected content in DE, DK, EE, ES, HU, IT, PL,
RO, NO, TR
mirrored on partner institutions' websites

Partners select content in cooperation with
national sub-systems: e.g. policy documents,
relevant articles, examples of good practice.



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leadership-in-education.eu

The central website: structure

- general information
- calendar of events
- download area
 - reports, articles, newsletters, etc.
- leadership links
- blogs
- intranet log-in for network partners
- contacts, imprint



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leadership-in-education.eu

The central website: technical aspects

TYPO3 Content Management System (CMS)

Content Editor

Built-in WYSIWYG (What You See Is What You Get) editor you can edit content like you usually do in your favourite text processor.

Editor toolbar contains all major buttons for text formatting: bold, align, colour, font, tables, lists, insert image, link and many more just like in your word processor.

You can even prepare all text in MS Word or other office applications and then copy and paste it to the TYPO3 editor window – content will be imported to your TYPO3 CMS with all formatting, links, tables and images.



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The central website: technical aspects

TYPO3 Content Management System (CMS)

Page Management

With TYPO3 CMS page management is very simple.

The structure of pages is displayed as a page tree.

You could work (add, move, delete, edit) with individual page, multiple pages or even with whole branches of the page tree.



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The central website: technical aspects

TYPO3 Content Management System (CMS)

Access Permissions

With TYPO3 you can create pages with restricted access.

Only specified visitors will have access to these pages.

Even more, you could specify access permissions for certain content elements, so while other parts of the page would be visible for everyone, these protected content areas would be visible only to selected visitors.



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The central website: technical aspects

TYPO3 Content Management System (CMS)

Multilingual content

With TYPO3 you can have web sites with different languages. target audience using different languages – international web sites, for example.

There are two main strategies how to work with multilingual site:

1. Different language layers: all records contain additional layers for each activated language. So web site at different languages is absolutely the same – only text is different.
2. Different branches of page tree: separate page tree branch for each language. In this case different language versions could vary a lot – you could present different information for each language.



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The central website: technical aspects

TYPO3 Content Management System (CMS)

More than 40 languages for back-end

With TYPO3 you could have multi-language back-end interface - so different editors could see back-end at different languages.

With TYPO3 there is no problem having international editors team!

Each editor could set language in the preferences of his profile.

The number of language packs are constantly increasing due to the growing TYPO3 community.



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leadership-in-education.eu

The central website: technical aspects

TYPO3 Content Management System (CMS)

User Management

TYPO3 back-end interface (BE) provides administrator with powerful and flexible multilevel user access control.

You can create, edit and delete users or set specific privileges for different users or user groups.

For example, you could easily create a group for news-makers. Users from this group will be able to work only with news, but not with other content sections of your site.

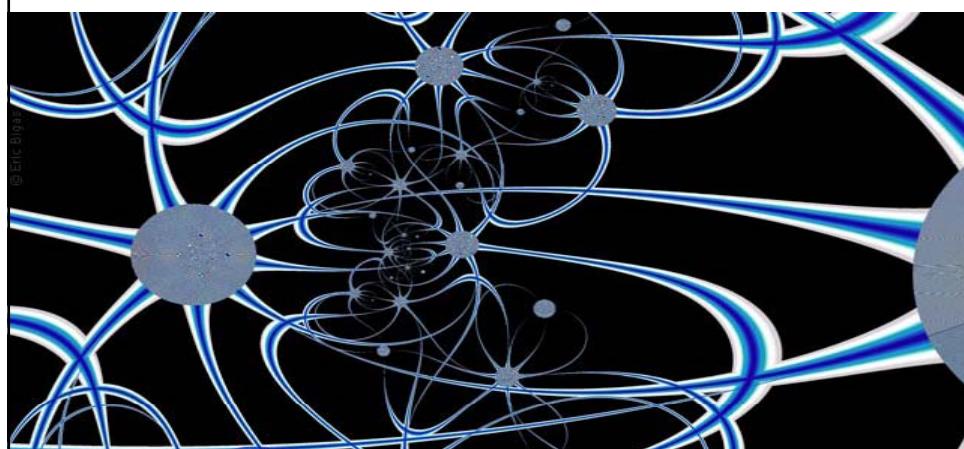
You could want visitors of your site to be able to register on your web site – TYPO3 offers that also.



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Let's network ...



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Hildesheim - Dec 2nd - 2008



The Making of: Leadership in Education

 **Programm für lebenslanges Lernen**

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



Appendix 10

AIMS AND OBJECTIVES

- You need a rough picture of the network programme, because questions will come later anyway.
- You need to understand the organisation and the way we work together, including administration procedures,
e.g. results, finance, deadlines
- You need to take the work package for the 1st year seriously. You should be thinking about the To-Do list in the plane on the way home.

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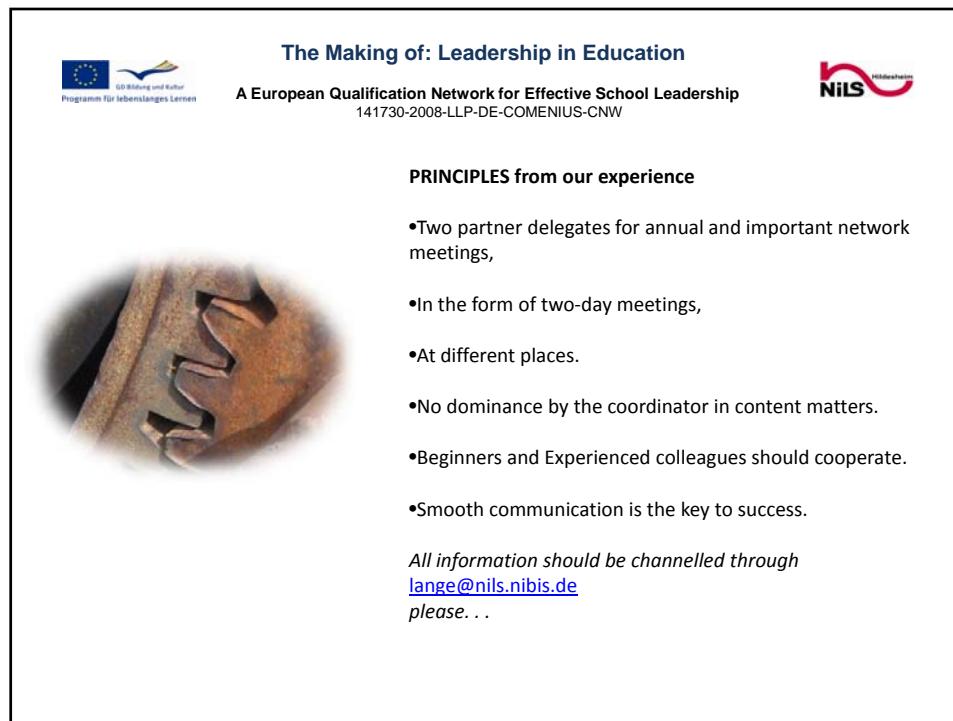
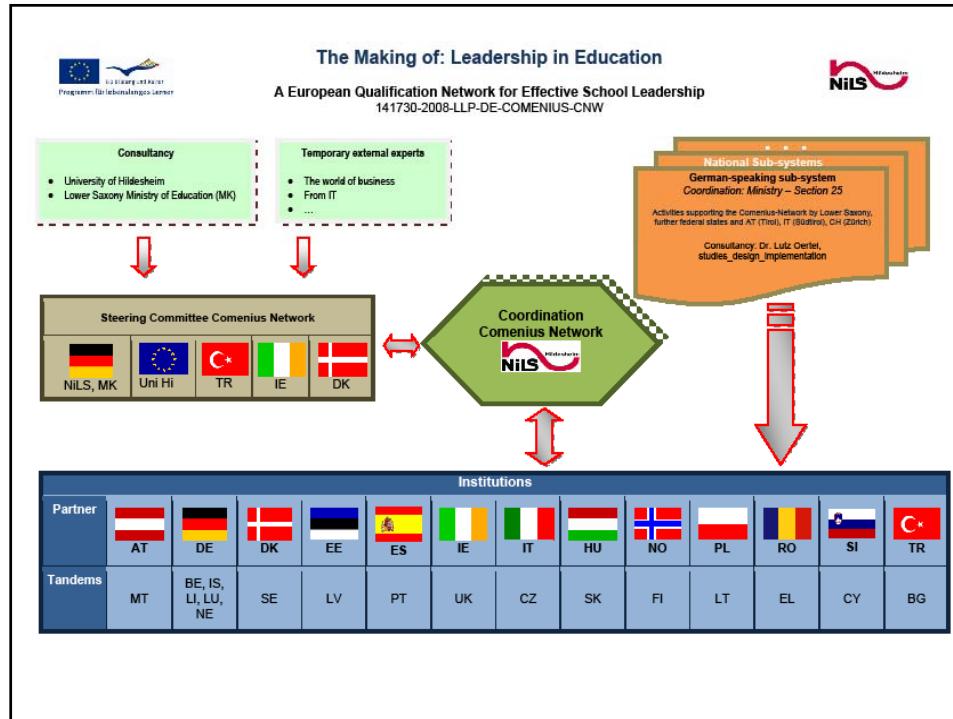
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AIMS AND OBJECTIVES cont.

- You will have to establish a national or regional support sub-system, e.g. working group(s), in your mother tongue.
- You need to identify, and analyse your tandem partner(s) for the synopsis, and convince them how important their contribution for the whole European picture is. Otherwise the findings will remain a torso.
- We need to form a corporate identity, i.e. to create a productive atmosphere to work together and be prepared (!!) for self-exploitation, but also for exploiting friends and colleagues.



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Role and Position of the coordinator

- The strong role and position of the coordinator is defined by Brussels
- Even if something goes wrong, only the coordinator (his institution) is responsible to Brussels in financial and content matters.
- In cases of misuse of finances or bad performance, he can hire and fire.
- Even if the consultants and/or working groups come to different results/votes, the final decision maker is the coordinator.
- PS Don't worry, be happy, we haven't ever lost a partner!!!



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Avoiding Misunderstandings

- This is not a teaching aid or curriculum/materials development project.
- This is not a search, nor competition for the best and only leadership programme in Europe.
- We are not in a hurry. The introductory phase (synopsis) is planned for a full year.
- Not all this morning's presentations reflect the opinion of the coordinator.
- The language focus is not only on English and German. All European languages should be represented in our network.



malinteso nesporazumak
félreértes Missverständnis
misunderstanding



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Two leaders speak:



Appendix 11

Today's topics

- Next meeting (with tandem partners)
June 4-7, 2009
- Distribution of tandem partners
Problems: AT/MT have been solved (see new list)
- Workplan and schedule
- Homework

Tasks and Workplan

(according to proposal)

Workpackages according to proposal

Project Plan	Year 1	Year 2	Year 3
Workpackage 1:	Management / Coordination		All partners
Workpackage 2:	Implementation, Maintenance and Management of Cooperation Platform		DE
Workpackage 3:	Maintenance of Website		DE
Workpackage 4:	Academic Consultancy, Quality Assurance and External Evaluation		
Workpackage 5:	Kick-off Conference Hildesheim		DE
Workpackage 6:	European Synopsis/Annual Report 2009		
Workpackage 7:	Dissemination Conference 2009 Izmir		DE, TR
Workpackage 8:	Leadership in Action: The Making of Great Schools (Video)		
Workpackage 9:	European Synopsis/Annual Report 2010		
Workpackage 10:	Dissemination Conference 2010 Bozen		DE, IT
Workpackage 11:	European Synopsis/Annual Report 2011		
Workpackage 12:	Framework of Reference/Recommendations		
Workpackage 13:	Dissemination Conference 2011 Valladolid	DE, ES	

Tasks

- project administration and management → DE, all partners
- steering committee (= StC) → DE, DK, IE, TR
- academic consultancy (= Acc) → DE, DK, IE, TR
- installation and maintenance of website → DE, DK
- development and implementation of Corporate Identity → StC, AT
- annual dissemination conferences → DE, TR, IT, ES
- documentation of conferences, newsletter → DE, DK, EE, IE
- Europe-wide synopsis → all partners
- translation of synopsis and modules → all partners
- editing of synopsis → DE, DK
- selection of modules → all partners
- editing of modules →
- alphabetical index of senior management team actions in modules →
- diary of events for all essential activities in the greater network → StC

Thematic specialisation (year 2)

- | | |
|---|------|
| • organisation standards/symposiums | → TR |
| • educational fairs and conferences | → PL |
| • styles of leadership and cultural diversification | → HU |
| • gender, school environment and atmosphere | → NO |
| • places of learning outside of school, town-school relations | → ES |
| • evaluation and evaluation standards | → IT |
| • sponsoring and cooperation with commerce and industry | → DE |
| • marketing concept and dissemination in Eastern Europe | → RO |
| • media documentation | → EE |
| • media support and realisation of print material | → SI |

Immediate tasks and deadlines**Tasks**

- | | |
|--|----------------------------------|
| • bank sheet and contract (stamped and signed!) | due by
→ Dec. 12, 2008 |
| • handing in of all presentations and texts of kick-off to NiLS | → Dec. 12, 2008 |
| • Christmas greetings to coordinator and NiLS team | → Dec. 19, 2008 |
| • country report (according to model and German sample,
10 pages) | → March 31, 2009 |
| • draft of tandem report | → March 31, 2009 |

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