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# Objectives

- Dissemination of information
- Partner Collaboration
- Promoting European head teacher qualification network.

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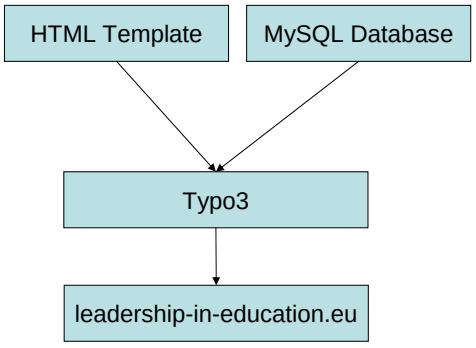
communications

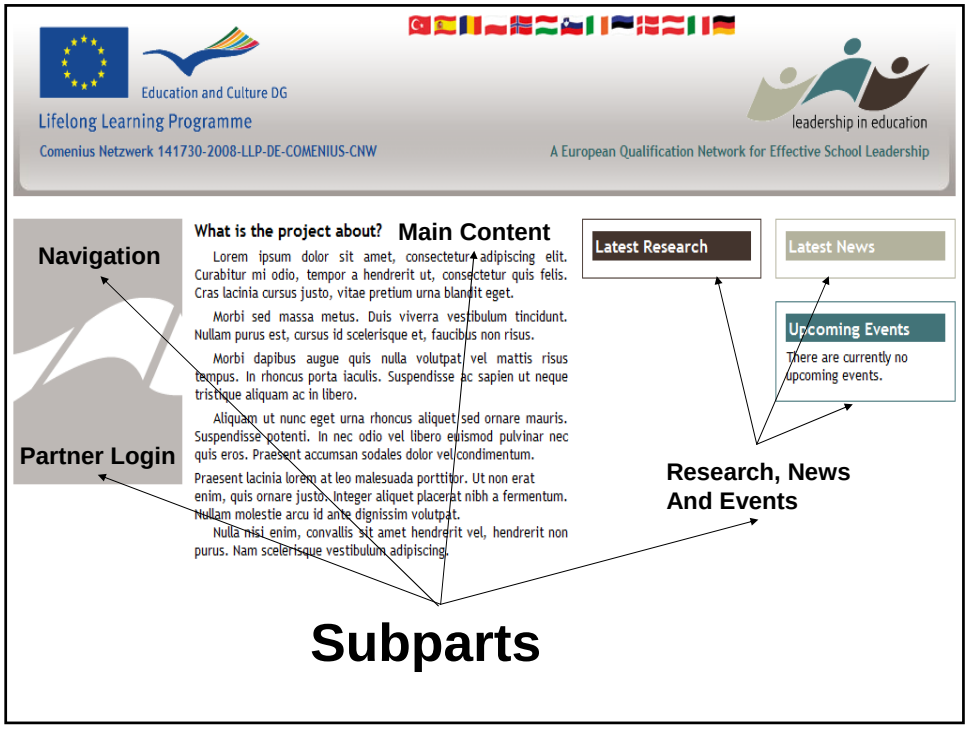
# Key Features

- News
- Events
- File Exchange

# Typo3

- Open Source Content Management System
- Easily-updateable yet complex, robust backend system.




Education and Culture DG
Lifelong Learning Programme
Comenius Netzwerk 141730-2008-LLP-DE-COMENIUS-CNW
leadership in education
A European Qualification Network for Effective School Leadership
Navigation
Partner Login
What is the project about?
Main Content
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Aliquam ut nunc eget urna rhoncus aliquet sed ornare mauris. Suspendisse potenti. In nec odio vel libero euismod pulvinar nec quis eros. Praesent accumsan sodales dolor vel condimentum.
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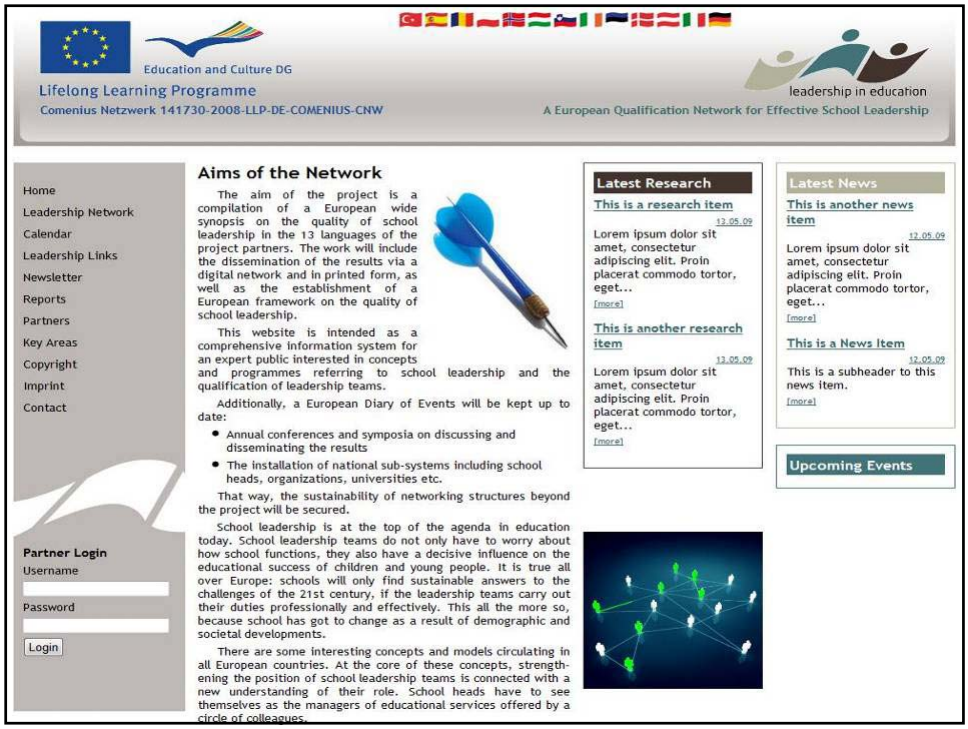
Nulla nisi enim, convallis sit amet hendrerit vel, hendrerit non purus. Nam scelerisque vestibulum adipiscing.
Latest Research
Latest News
Upcoming Events
There are currently no upcoming events.
Research, News And Events
Subparts


Education and Culture DG
Lifelong Learning Programme
Comenius Netzwerk 141730-2008-LLP-DE-COMENIUS-CNW
leadership in education
A European Qualification Network for Effective School Leadership
Home
Leadership Network
Calendar
Leadership Links
Newsletter
Reports
Partners
Key Areas
Copyright
Imprint
Contact
Partner Login
Username
Password
Login
Aims of the Network
The aim of the project is a compilation of a European wide synopsis on the quality of school leadership in the 13 languages of the project partners. The work will include the dissemination of the results via a digital network and in printed form, as well as the establishment of a European framework on the quality of school leadership.
This website is intended as a comprehensive information system for an expert public interested in concepts and programmes referring to school leadership and the qualification of leadership teams.
Additionally, a European Diary of Events will be kept up to date:
Annual conferences and symposia on discussing and disseminating the results
The installation of national sub-systems including school heads, organizations, universities etc.
That way, the sustainability of networking structures beyond the project will be secured.
School leadership is at the top of the agenda in education today. School leadership teams do not only have to worry about how school functions, they also have a decisive influence on the educational success of children and young people. It is true all over Europe: schools will only find sustainable answers to the challenges of the 21st century, if the leadership teams carry out their duties professionally and effectively. This all the more so, because school has got to change as a result of demographic and societal developments.
There are some interesting concepts and models circulating in all European countries. At the core of these concepts, strengthening the position of school leadership teams is connected with a new understanding of their role. School heads have to see themselves as the managers of educational services offered by a circle of colleagues.
Latest Research
This is a research item
12.05.09
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin placerat commodo tortor, eget...
[more]
This is another research item
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Latest News
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[more]
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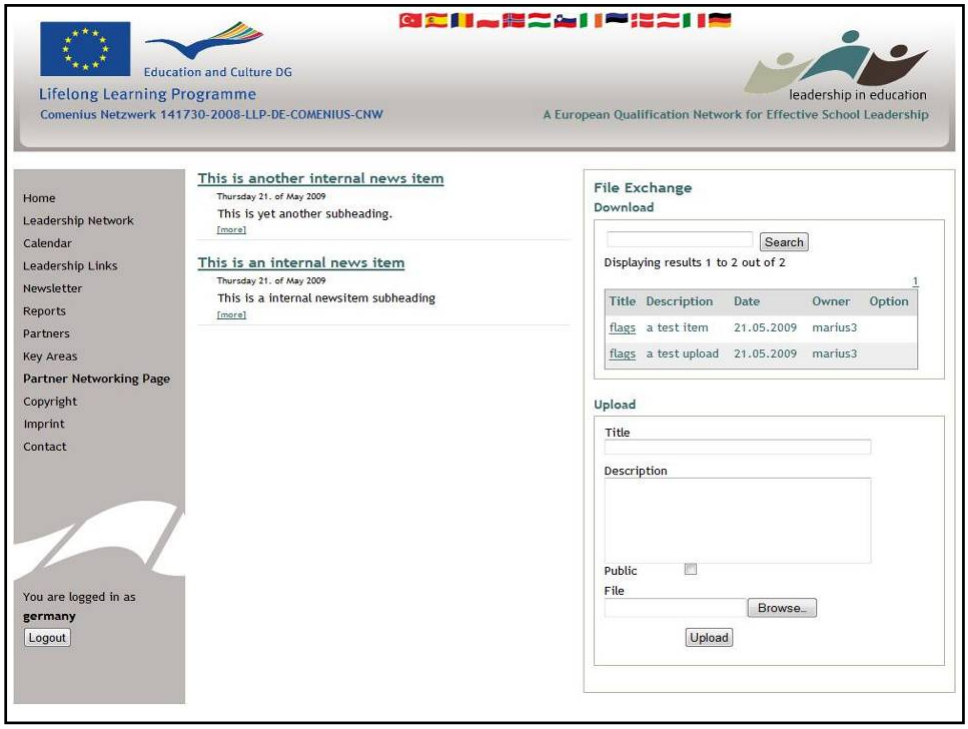
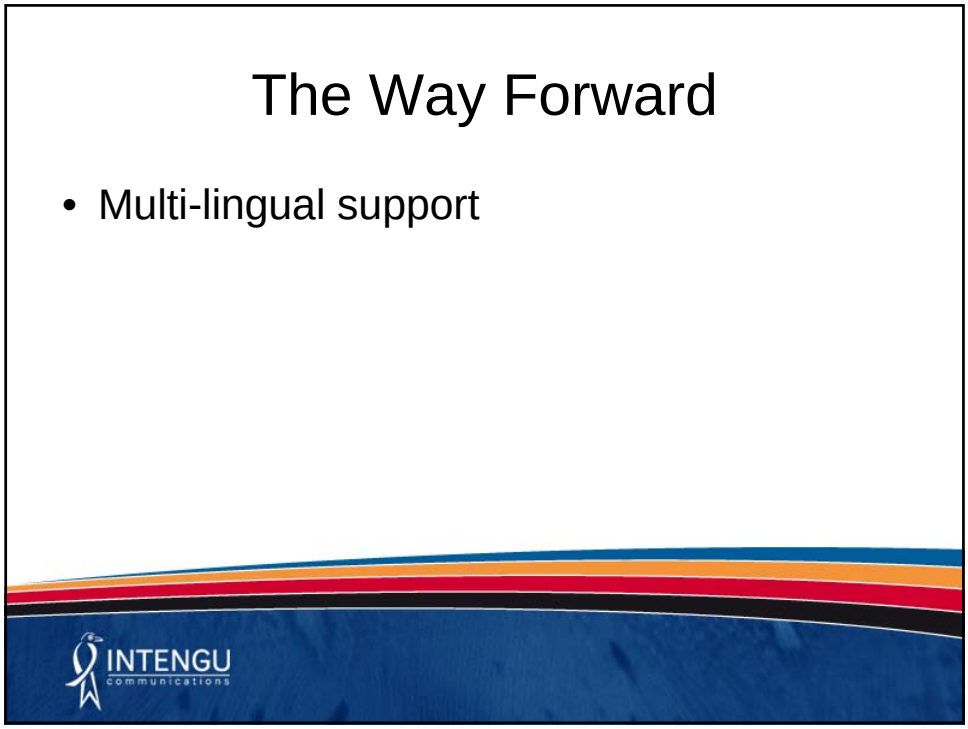
[more]
Upcoming Events




# Website Administration

http://leadership-in-education.eu/typo3

INTENGU communications


The Way Forward
• Multi-lingual support
INTENGU
communications

Appendix 3

Purpose:

- overview of current situation in the field of leadership in education throughout Europe
- not only project partners, but all European countries (tandems) and associated partners (CH, SA, RU)
- basis and tool for identifying successful concepts of qualifying for leadership in education (there are no best practice models as yet)
- to collect case studies as examples for success of failure of leadership
- first systematic overview of what is happening in member countries
- basis for recommendation to the European Union at the end of the project (framework)

Structure:

- as agreed upon at last meeting in December, has to be tuned and will be a topic of discussion in the workgroups
- also in respect to academic consultancy for comparison and differentiation

Form:

- publication on the Internet and in print in English; other languages welcome

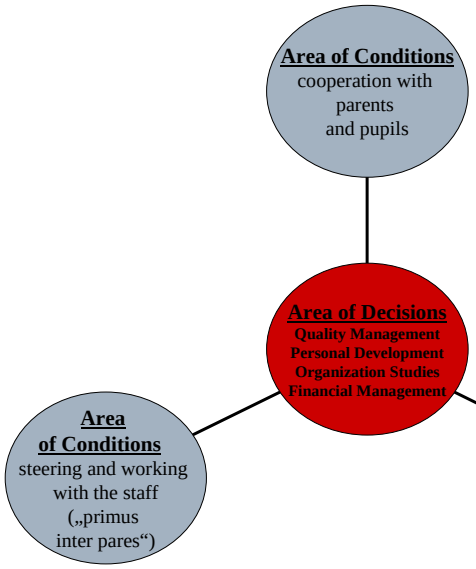
Addressees:

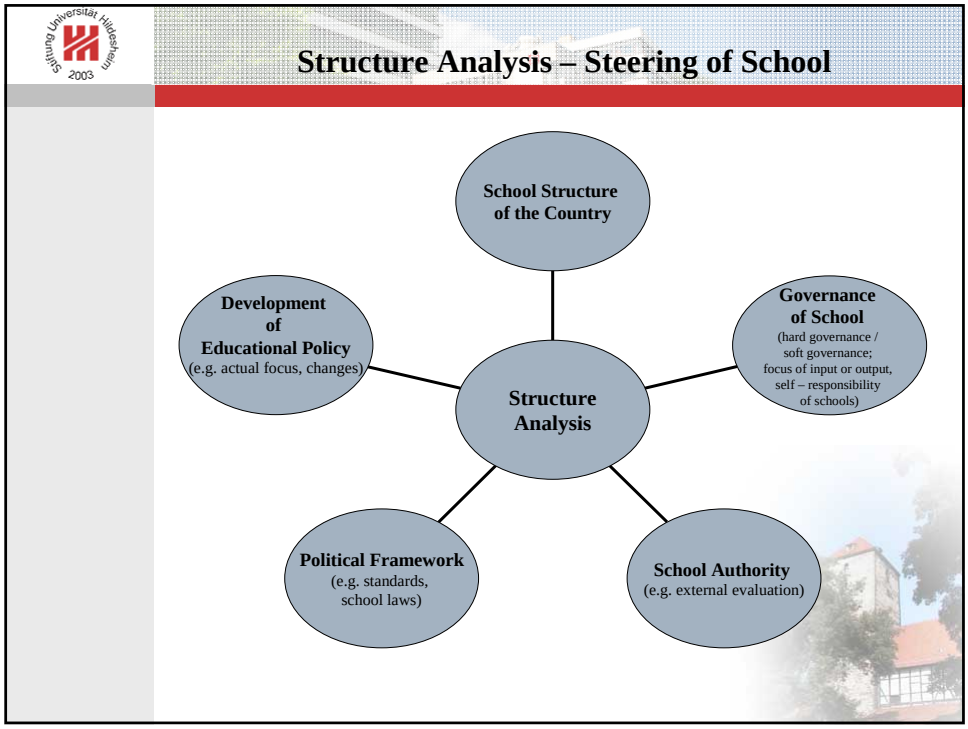
- European Council as a recommendation (framework)
- Experts (Ministries, local authorities, decision makers, school heads etc.)
- Possible sponsors from trade and industry
- Interested public

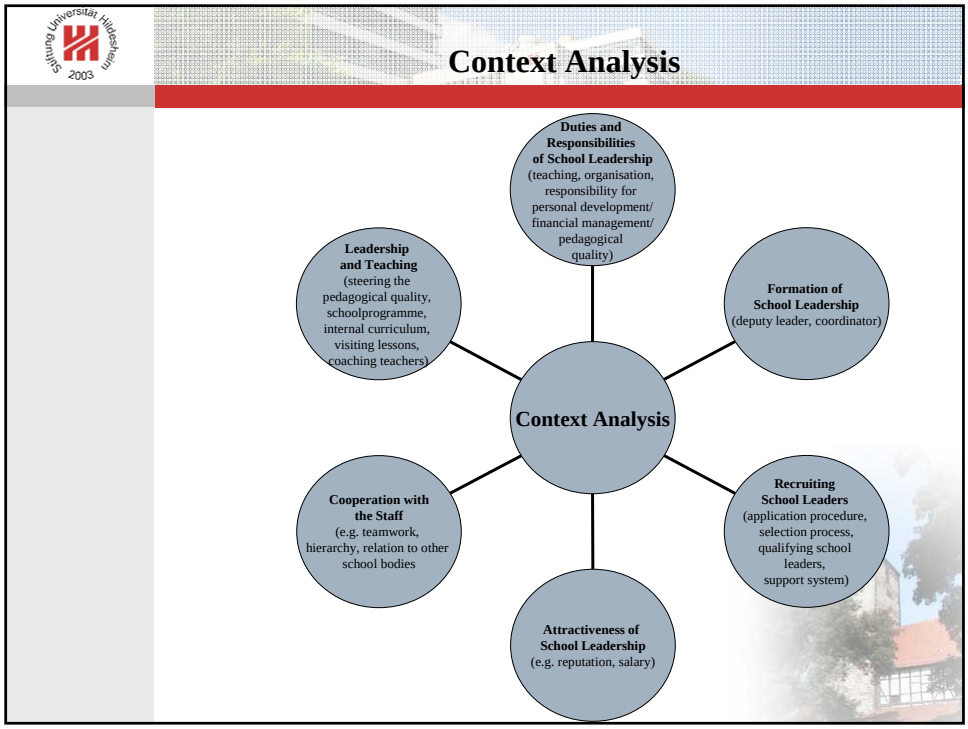
# The Making of: Leadership in Education
# Scientific Monitoring

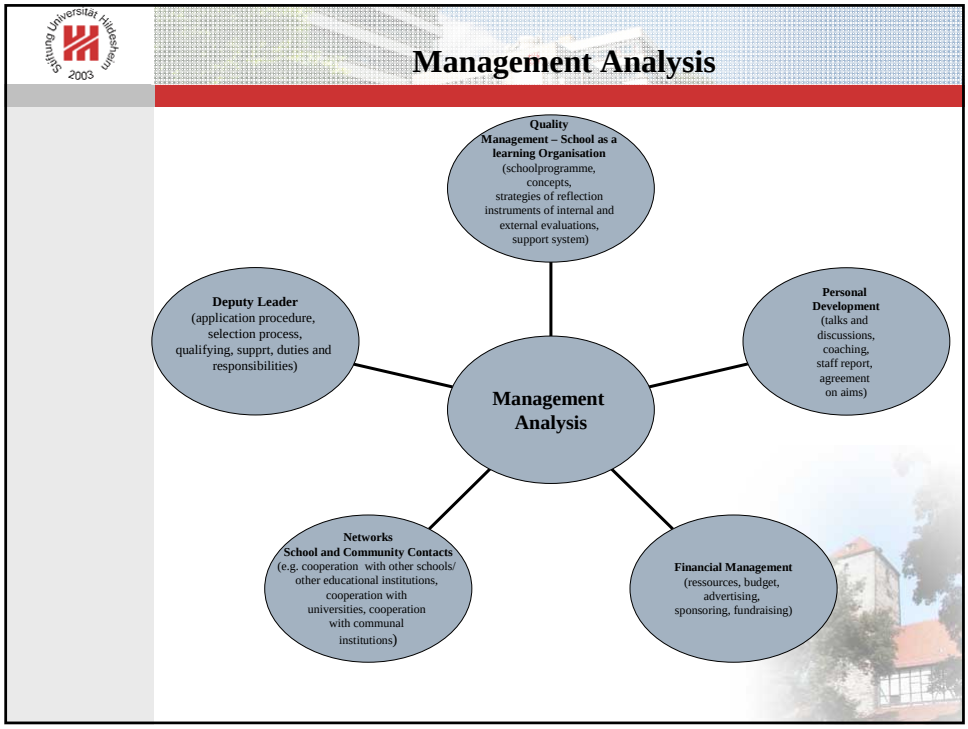
WeiterbildungsCentrum M.O.S.
Britta Ostermann
June 2009

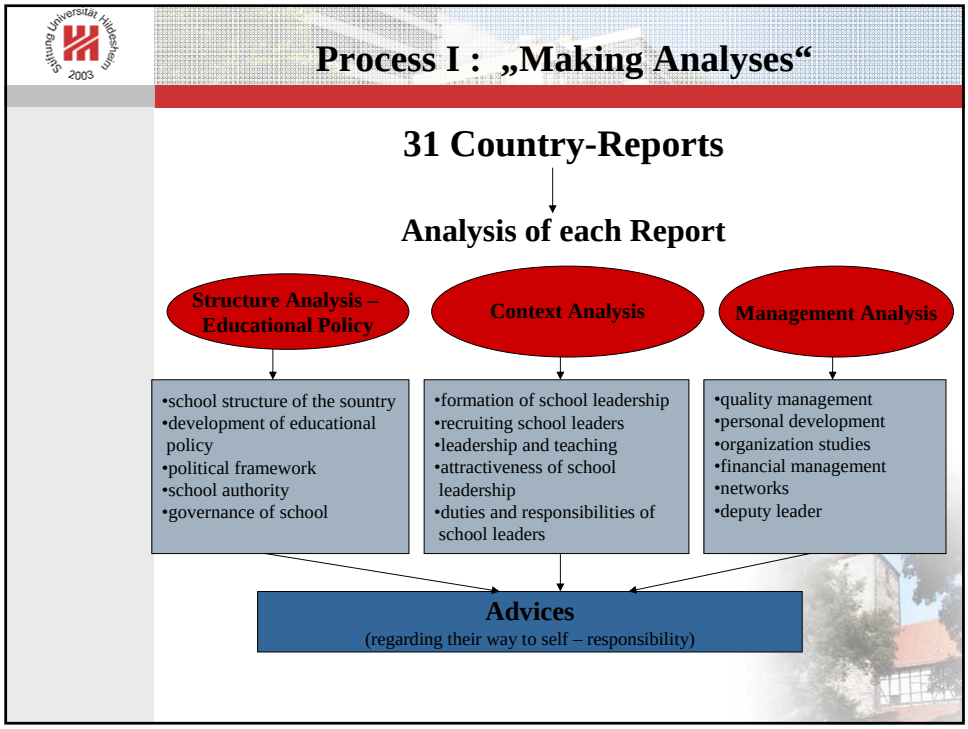
## The Role of School Leadership concerning Quality Control in School




Structure Analysis – Steering of School
School Structure of the Country
Development of Educational Policy (e.g. actual focus, changes)
Governance of School (hard governance / soft governance; focus of input or output, self – responsibility of schools)
Structure Analysis
Political Framework (e.g. standards, school laws)
School Authority (e.g. external evaluation)


Context Analysis
Duties and Responsibilities of School Leadership (teaching, organisation, responsibility for personal development/ financial management/ pedagogical quality)
Leadership and Teaching (steering the pedagogical quality, schoolprogramme, internal curriculum, visiting lessons, coaching teachers)
Formation of School Leadership (deputy leader, coordinator)
Context Analysis
Cooperation with the Staff (e.g. teamwork, hierarchy, relation to other school bodies
Recruiting School Leaders (application procedure, selection process, qualifying school leaders, support system)
Attractiveness of School Leadership (e.g. reputation, salary)


Management Analysis
Quality Management – School as a learning Organisation (schoolprogramme, concepts, strategies of reflection instruments of internal and external evaluations, support system)
Deputy Leader (application procedure, selection process, qualifying, supprt, duties and responsibilities)
Personal Development (talks and discussions, coaching, staff report, agreement on aims)
Management Analysis
Networks School and Community Contacts (e.g. cooperation with other schools/ other educational institutions, cooperation with universities, cooperation with communal institutions)
Financial Management (ressources, budget, advertising, sponsoring, fundraising)


Process I : „Making Analyses“
31 Country-Reports
Analysis of each Report
Structure Analysis – Educational Policy
Context Analysis
Management Analysis
•school structure of the sountry
•development of educational policy
•political framework
•school authority
•governance of school
•formation of school leadership
•recruiting school leaders
•leadership and teaching
•attractiveness of school leadership
•duties and responsibilities of school leaders
•quality management
•personal development
•organization studies
•financial management
•networks
•deputy leader
Advices
(regarding their way to self – responsibility)

## Process II: Building Clusters

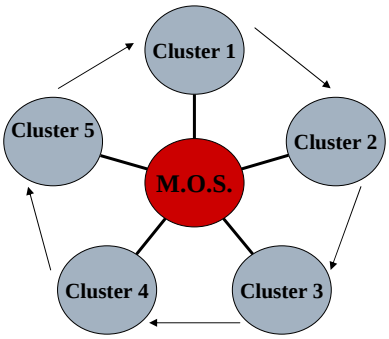
**31 Countries**

- **Cluster 1** with similar structures
- **Cluster 2** with similar structures
- **Cluster 3** with similar structures
- **Cluster 4** with similar structures
- **Cluster 5** with similar structures
- **Cluster 6** countries with non-comparable structures

➢ coaching / mentoring each cluster
➢initiating cooperation between the different countries of each cluster

**Advices for each Cluster**

## Process III: Building Networks




**Our main Idea:**
**share ideas** and **learn** from each other

**Our basic Aims:**
➢**connecting** countries with **similar structures** (cluster building)
➢initiating a **cooperation** between them (networkbuilding I)
➢initiating a **cooperation** between clusters with **different structures** (networkbuilding II)

*These processes will be **supprted** and **attended** by **M.O.S.***

**Our long – run Aim:**
➢lasting mutual exchange between countries with similar and different structures

## What should the Country Report be about? (I)

- **1. Structure Analysis – Steering of School**

- **1.1 School Structure of the Country**
- *How is the school structure in your country?*

- **1.2 Development of Educational Policy**
- *How is the actual focus in educational policies?*
- *How has the educational policy developed as far as self – responsibility of schools is concerned?*
- *What has changed? Why has it changed?*

- **1.3 Political Framework**
- *Are there any standards for schools?*
- *Which school laws are important concerning the self – responsibility of schools? What do they say?*

- **1.4 Governance of School**
- *Who governs schools?*
- *How are schools governed and supported?*
- *Is there a centralization or a dezentralization of school governance? / Is there a hard or a soft governance?*
- *Does the focus lay on the input or of the output?*
- *In which areas are the schools self – responsible?*

- **1.5 School Authority**
- *Who are the school authorities?*
- *How do they control the quality in school (e.g.: external evaluation like school inspections or standard tests)?*

## What should the Country Report be about? (II)

- **2. Context Analysis**
- **2.1 Formation of School Leadership**
- *Do you have a deputy leader?*
- *Do you have a coordinator?*
- *How is the cooperation between school leader and deputy leader or coordinator?*

- **2.2 Duties and Responsibilities of School Leaders**
- *How many lessons do they have to teach? How much percent of their workload is concentrated on teaching? How much percent of their workload is concentrated on organisation studies?*
- *In what way are they responsible for the personal development in school?*
- *In what way are they responsible for the financial management of school?*
- *In what way are they responsible for the pedagogical quality?*

- **2.3 Cooperation with the Staff**
- *How is the relation between school leaders and the staff ("primus inter pares"?)?*
- *Do they work in a team?*
- *Do teachers work in a team?*
- *Is there a hierarchy?*
- *How is the relation between school leaders and other school bodies?*

## What should the Country Report be about? (III)

- **2.4 School Leaders and Teaching**
- *What are the school leader's possibilities of steering the pedagogical quality?*
- *Do schools need to have a school programme or an internal curriculum?*
- *Do school leaders visit lessons?*

- **2.5 Recruiting School Leaders**
- *Who can become a school leader?*
- *How is the application procedure?*
- *How is the selection process?*
- *How do they get qualified?*
- *Is there a support system?*

- **2.6 Attractiveness of School Leadership**
- *How much do they earn?* Compare it with the salary of a teacher!
- *How many lessons do they have to teach less?*
- *What about the reputation of a school leader?*

## What should the Country Report be about? (IV)

- **3. Management Analysis**
- **3.1 Deputy Leader**
- *Who can become a school leader?*
- *How is the application procedure?*
- *How is the selection process?*
- *How do they get qualified?*
- *Is there a support system?* Describe it!

- **3.2 Quality Management – School as a learning Organisation**
- *Do they have a school – programme?*
- *Do they have pedagogical concepts?*
- *Are there any strategies of reflection?*
- *Which instruments of internal evaluation do they use (e.g. visiting lessons, survey)?*
- *Is there a support system?*

- **3.3 Financial Management**
- *How many resources do schools have?*
- *Who gives the budget to the schools? Are the schools self – responsible by dispensing / managing it?*
- *What about fundraising: Are schools allowed to advertise? Are schools allowed to be sponsored? Who can sponsor them?*

## What should the Country Report be about? (V)

- **3.4 Personal Development**
- *Do school leaders decide about hiring and firing of teachers?*
- *Do school leaders talk to their staff about their way of teaching and give them advices?*
- *Is there an agreement on aims between school leaders and teachers?*
- *Do teachers have to write a staff report?*

- **3.5 Networks - School and Community Contacts**
- *Is there cooperation with other schools?*
- *Is there cooperation with other educational institutions?*
- *Is there cooperation with universities?*
- *Is there cooperation with communal institutions?*
- *Is there cooperation with the local community?*

- **4. Challenges, Problems, Innovations**

## Thank you for your attention!

**WeiterbildungsCentrum M.O.S.**
**Britta Ostermann**

# The Making of Leadership in Education

# Country Reports - Summary

Lejf Moos
June 2009

THE DANISH SCHOOL OF EDUCATION
AARHUS UNIVERSITY

leadership in education



## General comments

- This summary is my understanding & interpretations that build on country reports – only
- Principals
- Many creative interpretations of 'Structure of country report'

3

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# 1. Everyday reality vs. political framework

*Structures*

- Decentralization to local authorities and private schools
- Move towards making federal governments more powerful
- *Reasons*
  - Social changes (family structure, migration),
  - Financial difficulties
- Forming bigger schools (merger)

*Educational purpose*

- PISA push on perception of school purpose from comprehensive education towards basic skills
- Systems changes and educational modernization towards a broader view

4

leadership in education

Lejf Moos

# 2: National & local context

*Structural trends*

- Decentralization-layers & centralization
- Mixes of civil servants, professionals and communities (parents?)

*Trends in Governance*

- Frames (financial, aims, curriculum)
- Objectives (curricular, standards, contracts)
- Monitoring (central or local inspections)
- Evaluation (testing, self evaluation)

*Forms of influences*

- Direct Regulations (hard governance)
- Normative influences (soft governance)
- Social technologies

5

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## 3.1 Concepts and practices: Concepts

*New balances in leadership*

- Clear external hierarchies *vs.* distributions
- Top-down governance of curriculum (like standards and assessment) *vs.* regional/local/school interpretations of aims
- Clear financial and staff regulation *vs.* local discretion within the overarching frames
- New demand for more leadership in schools: Strong managers *vs.* collaborating leaders (both, but not laissez-faire)
- Administrative tasks *vs.* leadership of education
- Representing the state *vs.* representing teachers (or students?)

6

leadership in education

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## 3.2 Focus on teaching and learning

*Governance from* highly regulated systems to not so regulated systems

*The size of the school is important*

- Small schools: leading 'on the side'
- Bigger schools: middle-leaders and administration assistance
- Very big schools: big distances, 'leading by driving around' and in writing

*The appointment has consequences for relations to teachers*

- Time (e.g. 4 years)/for life - Authorities, committees

*Leaders' priorities*

- Administration and 'standards- and accountability-systems'
- *Direct* influence (classroom observations, consultancy, allocating teacher)
- *Indirect* ways of influence (direction, school culture)

## 3.3 Restructuring and reculturing

*Distribution of leadership*

- Most systems have some kind of distribution of tasks and responsibility
- Teacher autonomy is only mentioned in a few systems
- Often leadership is distributed to diverse forms of teacher teams
- Middle leaders
- Often leadership teams are formed
- In some systems it is *tightly coupled* to the educational authorities
- In some systems it is more *loosely coupled*
- Parents and student representatives are involved or consulted
- Difficult to involve teachers: no time nor resources





## 3.4 Setting and negotiating the direction

Many *non-answers* here – elsewhere:

- **school plans** (with curriculum demands and standards) and
- **assessment system** (e.g. national testing, reporting and school self-assessment)
- travel of expectations: **directly** from outside or principal to teachers practice?
- Loosely and tight coupled systems have different answers to this:
  - Principals translate external expectations in collaboration and communication
- Stakeholders participate in school development in councils
- Some principals set detailed standards and monitor the outcomes

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## 3.5 Systems leadership and networks

- Many reports of networks or teams of principals
- Many reports of school networks

Few reports on networking (systems leadership) with other kinds of services, agencies and institutions because

- 1: many reports do not mention it and
- 2: some schools seem to be very closed to the outside world (except for the authorities of course)

10

Lejf Moos

## 3.6 Good practice/success stories

- Few comments
- State-initiated initiatives: Conferences, education/training, quality initiatives and reforms
- Emergent initiatives: Networks, leadership distribution in school

11

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## 4.1 Recruitment and retention

- All systems require teacher education (or other high level educational education) and usually 5-year teaching experience
- Only three-four countries demand leadership education prior to appointment
- In some systems there are long selections procedures including exams of different kind
- In some countries the selection procedure is carried by high level authorities in other it is closer to schools.
- In most systems it is the political authorities, who decide
- In most countries teacher bodies in schools are heard.

12

Lejf Moos

## 4.2 Attractiveness of school leadership

In most countries school leadership positions are not attractive because of

- High workload,
- Low respect in society,
- High responsibility,
- Much administrative work
- In many countries principals have to teach as part of their position
- In many countries the salaries are considerable higher than that of teachers
- In some countries there is too little opportunity for in-service leadership education

13

Lejf Moos

## 4.3 National structures of pre-service, induction and in-service

- Some countries offer and demand pre-service education
- Most countries offer in-service education (nationally, regionally or locally)
- Many courses are supplemented by practical work and/or networking with peers
- The ministry governs those educations in different ways – tight or loosely

14

Lejf Moos

## 4.4 Coaching and other forms of support

- Coaching & supervision initiated from national, regional and local levels –not systematically
- Advisers in specific areas are made available
- Some authorities want to serve as coaches/advisers – difficult balances
- In some countries the professional management associations offer help, hold conferences and/or publish journals for principals

15

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## 5 Challenges, innovation and evidence

- Changes in **society** (heterogeneity and individualization)
- in **expectations** towards education (towards basic skills)
- and in **public governance** (accountability, de- & recentralization) create big challenges in schools

16

Lejf Moos

## Task 1: Governance

In groups: draw country pictures of governance in education (from 1 & 2)

- Agencies/agents (e.g. government, regional authority …)

Government

- Relations (e.g. finances, aims & standards, evaluation, teacher & principal education …)

finances

17

leadership in education

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## Task 1: Governance – Country:

- **Agencies/agents**, e.g.: Government, regional authority, municipal authority, inspectorate, school board, school leadership
- **Relations**, e.g.: regulations, aims, standards, finances, tests, evaluations, assessments, teacher education, principal education

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leadership in education

Lejf Moos

## Task 2: Principals and teachers

In groups: draw country pictures of relations & ways of influences (from 3.2)

- Agents/stakholders (e.g. Principal, teacher …)

Principal

- Relations & ways of influences (e.g. Direct influences, in-direct influences – how?)

↓ Setting the agenda

19

Lejf Moos

## Task 2: Principals and teachers - Country

**Agents**, e.g.: principal, deputy principal, teacher, parents, students

**Relations/influences**, e.g.: direct influence, in-direct influence, aims, planning, documentation, accountability

20

Lejf Moos

## Task 3: Leadership education - Country

- In groups make country cues of leadership education

| | Obligatory | Optional |
|---|---|---|
| **Pre-service** | | |
| **Induction** | | |
| **In-service** | | |

# Introduction

Leadership Development for Schools

Resource

Teaching Council Video

## The Vocabulary of Teacher Leadership

Teaching and Learning

Learning Community

Professional Dialogue

School Self Evaluation

Action Research

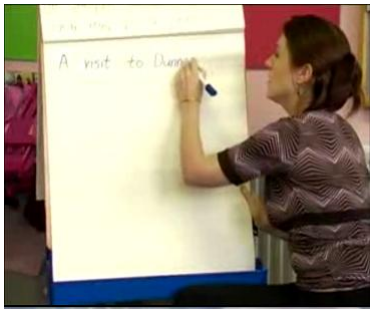
Leadership Development for Schools

## Exemplars

- St Brigid's Infant School
- The Learning School Pilot Project (Post- Primary)
- Post Graduate Diploma in Leadership ( Toraíocht)

Leadership Development for Schools

# Teacher Leadership
# St Brigid's Infant School



Leadership Development for Schools

# The Learning School Pilot Project
# Post-Primary

Aim: To Develop a Learning School

How: Action Research Project focused on improving one aspect of teaching and learning in their school

Who: A school project team led by two teacher leaders

Support:

- Team Building Skills
- Project Management Skills
- Data Gathering and Analysis Skills
- Reflective Journal
- Networking
- School Visits
- Showcase

Leadership Development for Schools

# Tom Prendergast
# Castletroy Community College

Leadership Development for Schools

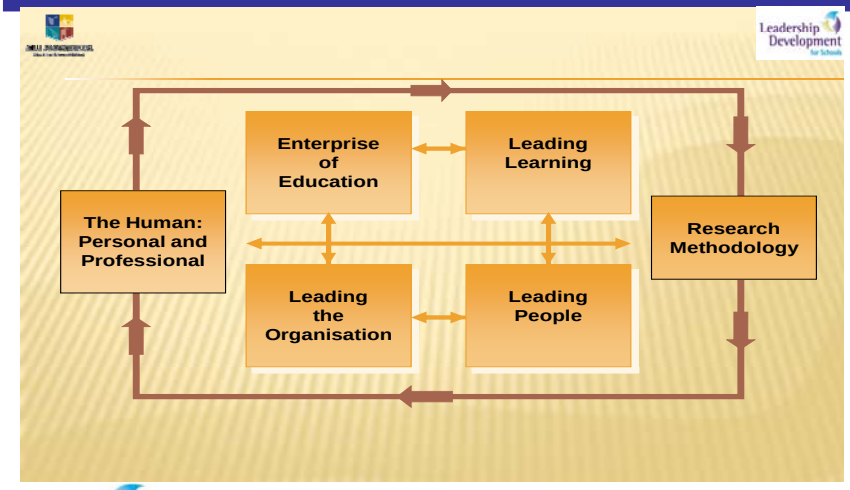
# Learning School Project - Learning

## Very Important

- Involvement of Senior Leadership
- Building capacity in relation to the collation, management and critical analysis of data
- A planning/meeting infra-structure within the school

Leadership Development for Schools

# Toraíocht




Leadership Development for Schools

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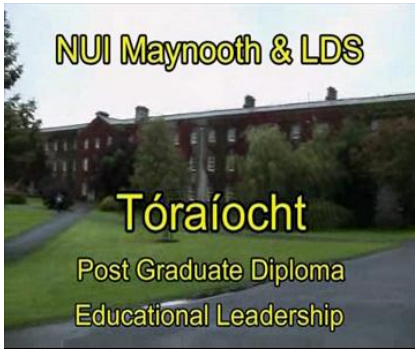



Leadership Development for Schools

# Go Raibh Maith Agaibh
www.lds21.ie

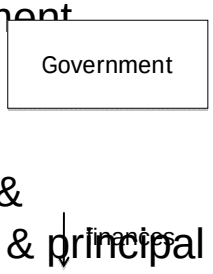
Leadership Development for Schools

Teaching Council Video Resource

## Task 1: Governance

In groups: draw country pictures of governance in education (from 1 & 2)

- Agencies/agents (e.g. government, regional authority …)
- Relations (e.g. finances, aims & standards, evaluation, teacher & principal education …)

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Setting the agenda

## Task 2: Principals and teachers - Country

**Agents**, e.g.: principal, deputy principal, teacher, parents, students

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- In groups make country cues of leadership education

| | Obligatory | Optional |
|---|---|---|
| **Pre-service** | | |
| **Induction** | | |
| **In-service** | | |

# Austrian Report

## a short cut of highlights

EU Comenius Network
The Making of Leadership in education
Izmir, June 4. 2009 (TAKEV)

**Thomas WEBER & Thomas HAPP**
Pädagogische Hochschule Tirol

## Schoolmanagement (SM)

Qualifications and Training of Austrian head teachers

- It is the aim of this course to increase and **develop** the **competences of head teachers** in terms of pedagogical, social and personal skills relevant to their function, and thus **to increase the quality of our educational institutions.**
- The course is to be designed in such a way, that specific management skills can be developed through tasks that are **relevant** for the specific **pracital needs** of the cours takers. Head teachers are to be prepared for their pedagogic as well as their administrative (incl. IT competencies) duties

(Austrian federal goverment, 1996)

# Schoolmanagement (sm)

The in-service-course for new elected head teachers

- Core module: Leadership and communication, school development incl. personell, classroom observation, organisation and quality competencies, conflict resolutions, legisla-tion concerning school and budgetary affairs, IT competences incl. e-learning

- Additional electives: conference management presentation, time management, adminstration, public relations, .. : new developments for head teachers

# Schoolmanagement (sm)

The in-service-course for new elected head teachers

Mandatory parts of the course (1996):

- Leadership and communication
- Conflict resolution
- Teachers/classroom observation
- School development
- Legislation concerning school and budgetary affairs

# Schoolmanagement (sm)

The in-service-course for new elected head teachers

Additional electives (1996) are:

- IT competencies
- conference management
- public relations and sponsoring
- time management
- Leading by mediation/case works
- ….

# Schoolmanagement (sm)

The in-service-course for new elected head teachers

Frame

- **4 Semesters** in a limited probation period (4 years)
- compulsory (core) module **and** additional topics
- **12 ECTS** (120-160 teaching units – face to face)
- **learning groups**: team coaching (4-6 p. / 4 times)
- **paper**: development project (portfolo also possible)
- **Presentation** of my school development (project) with self evaluation of the whole group
- If the schools pupils and parents council have no reasonable objections against the head teacher and after finishing the sm-course he/she is appointed without time limitation.

# Schoolmanagement (sm)

The in-service-course for new elected head teachers

- BM Schmied is thinking about a change in the election of new head teachers (May 19. 2009) She is thinking about a **pre-qualifying programme** with competences/experiences in:

  - leadership, organisation, personell and social skills
  - project and quality-management (incl. IT competencies)
  - cooperation with institutions outside school (economy, arts,culture, sports) and international networking
  - training courses management
  - communication, negotiation and service orientation

# Schoolmanagement (sm)

The in-service-course for new elected head teachers

- Head teachers have to much everday business
- Head teachers need mentoring and intervision systems
- Head teachers dont have personal/financial autonomy
- Head teachers need own staff/ middle management
- Head teachers need professional support (administrative and pedagogical)
- Head teachers need professional training
- Head teachers support each other in networks
- Head teachers need more help in problems of society
  - (migration, mobbin, violence, …)

# LEADERSHIP ACADEMY

**Background**

- 2004: LEA as an initiative from the Austrian Ministry of Education, Science and Culture (bmukk) to enhance in.novative capacities of educational management on alle levels of the school system (6500 school leaders and other executives in leadership positions)
- Prof. Dr. Wilfried SCHLEY (Univ. of Zürich/CH) and Prof. Dr. Michael SCHRATZ (Univ. of Innsbruck/A) designed.
- Thee LEA thus addresses heads of Austrian schools as well as executives in ministery, school inspecorate ans in-service training, It is geared towards managers in leading posititons and requires proven qualifications in the area of schoolmanagement (SM), school law or school administration as application permit

# LEADERSHIP ACADEMY

**Philosophy 1**

- The LEA creates an intellecual as well as pracitcal focus within a new paradigm of both personal and institutional improvement in leadership capacities on all levels of the Austrian school system.
- .The programme for the professio nalism in leadership works along a new understanding of theory and practice with transforms the educational system by taking the quality of the leadership as the starting point for systemic innovation.
- The LEA creates a lear-ning context aiming to influence the patterns and habits of professionals in leading positions with regard to their capacaty of developing and transforming their organisations.

# LEADERSHIP ACADEMY

**Philosophy 2**

- The LEA functions as aproject organisation and is constituted through GENERATIONS which form a nation-wide network of change agents after graduation.
- The participants have to complete a LEA programme which consists of four FORUMS (every 4 mounths), where all of the 250 – 300 participants meets at the Alpbach Congress Centre (Tyrol) reaching new milestones on their way to membership of the Academy.
- In between FORUMS the emphasis is put upon individual school based project work and learning group.
- The LEA ist carried by a project team (Univ. of Zürich& Innsbruck) an the Ministry and Network-coordinators.

# LEADERSHIP ACADEMY

**Goals**

- The LEA serves the capacity building, qualification and empowerment of leaders in the Austrian educational system. Leaders are motivated to strategically target complex development tasks through priority settig, focussing on solutions, individual development projects and creating organisation profiles.
- The participants learn to translate challenges into inno-vative development processesand entice and empower staff in their work environment to achieve top performances.
- The LEA aims at creating a new mentality of LS which rather draws on trust and authenticity than power through position
- The ultimative goal of the LEA lies in sustainably improving the preconditions and the processes of young people´s learning in all educational insitutions.

# LEADERSHIP ACADEMY

**Principles**

- Offering self-organised learning, learning opportunities in a strong learning environment
- Enforcing individual and collective learning through co-operation and collaboration in work-based learning proj.
- Combining personal initiative and responsibility with ownership and pro-active participation
- Motivation through active participation in a demanding and sophisticated qualification process, which renders the whole system immediate profit through systems thinking in action.
- Diversity through pluralism, of leaders from different types, regions and levels of the hierarchy (h/v learning)

# LEADERSHIP ACADEMY

**Social Architecture**

- LEA is composed as a network building (different ways):
  - learning partnership: trustful coaching of 2 partners
    (exporaticve questions, support, guiding,…)
  - collegial team coaching (ctc): 3 learning partnerships
    (consulting and coaching each other als coll.)
    way: from problem space to solution space
  - county team ( eg. Tyrol: 20 p. / generation as team)
    (networking in our region in all educat. types)
  - forum (250 – 300 participants) as a generation
    (learning together (four times a 3 days)

# LEADERSHIP ACADEMY

**Processes**

- Participants are nominated by the reg. school authorities
- FIRST FORUM: orientation, structure, philosophy.

  Get together, setting own gols, choosing own projects, finding of the LP, CTC, REGIOTEAM; creating of trust in the network.

  3 x 3 days of meeting in the FORUM, between: LP, CTC and REGIO
  The process develop through cycles of anticipation, action& reflection
  The principles of ownership and responsibility on a personal goal.

  SECOND FORUM: defining personal projects/teams
  THIRD FORUM: reflecting project & implementation
  CERTIFIATION FORUM: Presentation & Thesis.

# LEADERSHIP ACADEMY

**Conclusions (MS/WS report)**

- LEA as a network organisation: new culture possible
- LEA: sharing and caring is successful for change agents
- LEA started a quality change in Leadership goals
- LEA structure (LP/CTC/REGIO/FORUM) is helpful
- LEA processes support a new leadership to change old patterns and design innovative development
- LEA support a growing / a identity of future perspective and enfolds potential power and attractionn
- LEA can be a springboard for vision building

**LEA key elements are individual learning&development of LS competencies, project management & networking**

# Swiss Leadership of Education

Dr. Lutz Oertel & Prof. Dieter Rüttimann,
Institut Unterstrass an der PHZH & Gesamtschule Unterstrass

Background and Context
Concepts and practices
Good practice
Recruitment
Challenges

1. Background and Context
2. Concepts and practices
3. Good practice by structure developing leadership
4. Recruitment
5. Challenges

# Suspicious Concept

**Background and Context**

Concepts and practices

Good practice

Recruitment

Challenges

1. Leadership - a suspicious concept:
   - balance of power
   - political culture
2. System of obligatory schools:
   - no national competences
3. Legislation by the Canton, realisation by the community
   - local education authority (board of trustees) political elected

# No headmaster before 1997

Background and Context

**Concepts and practices**

Good practice

Recruitment

Challenges

1. A new concept and a new practice
- school as an organisation in the nineties
- new law (educational act) for compulsary schools

2. Competencies (responsibilities) for the new position
- in connection with the local authority:
  hiring and firing,
  assessment and feedback,
  salary of the teachers
  fostering teamwork
- in connection with the school conference:
  educational, school specific development

# Structures instead of Charism

Background and Context

Concepts and practices

**Good practice**

Recruitment

Challenges

Personal leadership competencies to be completed by structure building!

- mixed age groups (teaching centered)
- Integration (student centered)
- regular self evaluation (school centered)
- Content focused coaching (teacher centered)

# An own training

Background and Context

Concepts and practices

Good practice

**Recruitment**

Challenges

1. Headmaster training by university of applied sciences (pedagogy)
2. Own Salary Catagory and union
3. Support (Coaching, Supervision, further training)

# To much?

Background and Context

Concepts and practices

Good practice

Recruitment

**Challenges**

1. Transforming the new law (school level)
- Integration
- Participation (parents and students)
- Self evaluation and preparing inspection

2. Time for Leadership vs. teaching load

3. Educational leadership?

# Governance Zurich (Switzerland)

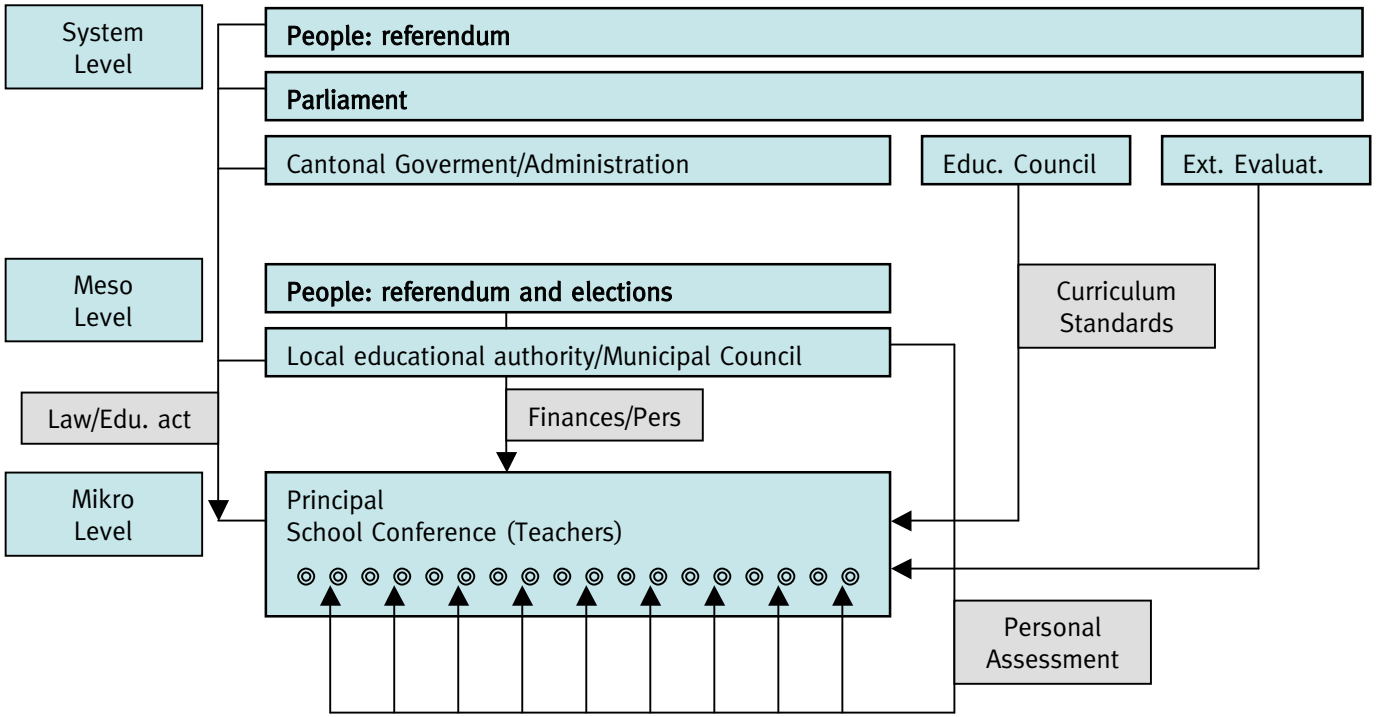
**Background and Context**

Concepts and practices

Good practice

Recruitment

Challenges



# Leadership in Europe

Report Germany

1

# „Germany“ means:

- 16 Bundesländer
- with individual, independent legislative systems in education.
- The KMK (standing conference of all 16 ministers of education) works on agreements in standards, exams etc.

2

# Governance in Germany (1) example:

Lower Saxony : Ministry of Education

state level: legal framework

- organisation of schools
- students‘ hours and subjects
- teachers‘ hours and salaries (majority of civil servants)
- syllabi for types of school & subjects
- exams after years 9,10 and 12

...

3

# Governance in Germany (2) example:

Lower Saxony : Ministry of Education

state level:

two offices: NiLS

- teachers‘ exams
- further education
- evaluation
- information + communication

NSCHI

- inspectorate for all schools

4

# Governance in Germany (3)

regional level: Landesschulbehörden

- supervising the schools:
  do schools follow legislation?
- election of new teachers
- promotion of teachers
- further education

…

5

# Governance in Germany (4)

local level: communities

- funding the schools
  - buildings, furniture, equipment
  - paying office staff, caretakers …
- decide on the number and size of schools

…

6

# Governance in Germany (5)

local level: individual schools (called „self-responsible“)

- get some of the money from the state as budget: teachers‘ trainings, travelling costs…
- get some of the money from the community as budget (mainly for equipment)
- have to write their school programmes
- have to define quality and evaluate their progress
- have to set up their school syllabi in the subjects
- define their standards for assessments (assessment is as well continuous as individually done by the teachers)

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# Recent Developments

- The PISA results 2000 (OECD survey) did not provide very favourable results for Germany.
- New measures were taken in all the Bundesländer:

8

# Examples (1)

- Centralized exams after years 9 and 10 (Länder)
- comparative school tests in core subjects
- Further development of curricular framework (standards)
- Quality management in schools (internal evaluation)
- Extension of external evaluation (inspectorates)

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# Examples (2)

- Introduction of a state-wide „framework school quality“
- Demanding „school programmes“ of the individual school, demanding a mission statement
- Quality development and ~ management as mandatory part of internal evaluation of schools
- Further training for teachers and especially for principals and middle management staff

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## Examples (3)

- Most of the Länder are giving their schools more rights and at the same time more duties („autonomous“, „self-governing“).
- This triggers more responsibilities for the principals, who in Germany are still both, heads and teachers.
- This calls for more support for schools.

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## Examples (4): support (1)

- Advice for staff in questions of teaching and learning efficiency
- In-service opportunities which meet the current needs of the staff
- Advice for teachers, pupils and parents on social and psychological matters

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## Examples: support (2)

- Qualification of and advice for heads, deputies, and departmental heads on leadership and system issues
- Legal advice for school heads and professional assistance in legal matters
- ***Lower Saxony: Foundation of a Leadership Academy (Führungsakademie) in 2009***

NiLS Hildesheim

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## Führungsakademie Niedersachsen

- Prep-Courses for new heads
- Courses for heads in their first year
- In-service training for heads
- Courses for assistant heads, middle management staff
- Courses for teachers considering application for headships
- Courses for suvervisors, coaches …

NiLS Hildesheim

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## Good Practice
## Example 1: school programmes

( mandatory in most of the Länder):

- force all participants in school to agree on a state of mission,
- further the idea of a *team,*
- forwards the development of *school culture*, which is essential for school quality.

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## Good Practice
## Example 2: All day schools

schools can decide to become a „Ganztagsschule“:

- ➢ More flexibility in students‘ timetables
- ➢ More educational influence on students
- ➢ More offers to students in terms of extra-curricular studies
- ➢ Cooperations in sport, the arts …

16

## Good Practice
## Example 3:New lesson structure

(schools can decide this)

90-minute lessons (instead of 45-)

- Less subjects for a student in a day
- Less students for teacher per day
- Less loss of time/more sustainibility
- More time to got into detail/for experiments/for individual tuition

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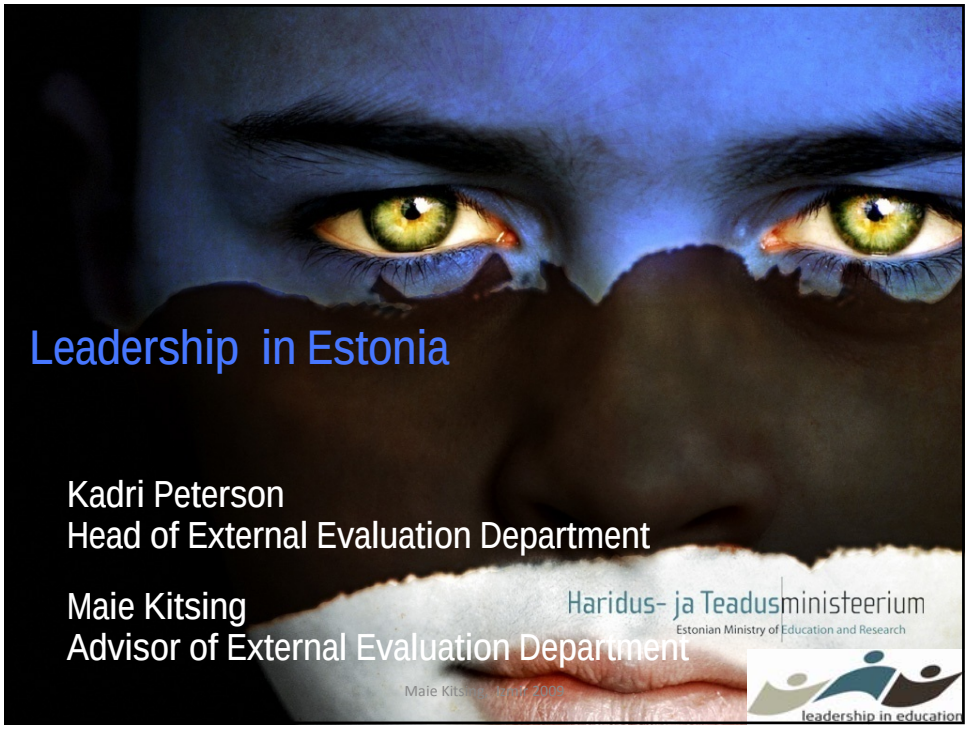
## Good practice Example 4

- Combination of public and vocational schools (3 and 2 days). Advantages:
- Appeals to less academic students,
- Success in the professional field reduces the level of frustration,
- Reduces the number of dropouts:
- ***Lower Saxony school won the 2009 award: All students went into jobs right after school.***

18




# Estonian head teacher's rights and responsibilities

**Historically**

- Head teachers deal with recruitment and dismissal of teachers and another personnel
- Normally, a head teacher is responsible for the renovation of a school (administrative issues) too, not only for pedagogical leadership
- Although, a local authority confirms the school budget, a head teacher mainly compiles the budget of school

**Last years**

State reduced the roll of inspecting. By law and regulations an educational institutions must carry out the internal evaluation and present the report in three years but a head teachers has a right:

- to chose the model of the internal evaluation
- to chose the report form
- to chose the adviser/critical friend
- to accept or not the recommendations

Maie Kitsing, Izmir 2009

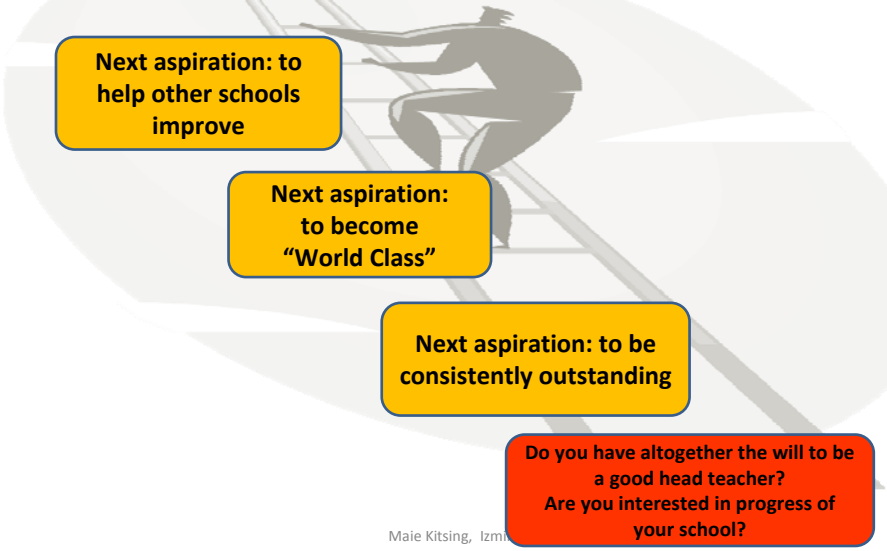
**The main principles:**

- School is responsible for the progress of students
- Head teachers are responsible for the progress of the organisation, including the progress of staff, teachers etc

**Prerequisite**: head teacher, teachers etc have aspirations (wish) to develope

Maie Kitsing, Izmir 2009

## Challenges of head teachers (prof. D. Hopkins) – where are you and your school?




Maie Kitsing, Izmi

# Plusses and minuses of our system

1. For head teachers: **freedom** to manage and to be a leader according to own chosen direction
2. **The great rights** of educational institution:
   - to chose the model of the internal evaluation
   - to chose the report form
   - to chose the adviser
   - to accept or not the recommendations
3. Improving of **peer learning** and **co-operation** between schools

1. Lack of highly educated and experienced advisers (head teachers, deputy heads)
2. Lack of tradition to learn from another school experience
3. Few resources for schools visits
4. The great rights of institution make difficult the work of advisers
5. Quite expensive supporting work – informing, explaining, in-service training etc

Maie Kitsing, Izmir 2009

## Best practices of "manor schools"

**Corporately delivered events:**
- **Festival of Runic Song**
- **Common working group**
- **Common sports games**
- **Common trips**
- **Common theatre festival**

## Valga Basic School, Saaremaa Joint Upper Secondary School and Kuressaare Upper Secondary School

- Head teachers took part in the special in-service training (240 h) and got the certificate of the adviser in the field of internal evaluation
- They (with own evaluation team) carried out the self-evaluation in own school
- They exchanged the self-evaluation reports (normally confidential documents) and they discussed about the results (strengths and weaknesses of school) in collaboration and write the feedback report

Thank you very much!

# CHALLENGES AND REFORMS IN SCHOOL MANAGEMENT IN HUNGARY

*Another perspective*

## Basic dilemmas

Learning and teaching is successful when the individual is in the focus

↓

But that takes:

↓

- High costs and lots of work
- How can teaching be effective and multitudinous?

# The school today

- The organization of the school was created along legal rules and traditions
- Instead of leadership and professionalism it is burdened by administrative tasks
- „The school teaches subjects and not children”
- Does not make the employees interested in their job
- The institution is only interested in stability

# Challenges of school leaders

- Creating financial/material sources and professionalism should be divided
- Inovativ actions
- The quality politics should not be merely administrative actions
- Reconsidering the schedule of a school day
- Clime of the school: human relations and spaces

## Reactions of educational policy

- **Central development**: competency based program packages (curricula, school materials, trainings of teachers)
- **Quality politics in the school**

**Until the inner world of schools do not alter, there can not be a change!**

## The awake of the new approach

- Before the revolution (1990) sparse initiatives
- The education policy and the inner life of schools resist →

→Normally a charismatic person and his environment take on concepts of individual schools

- From 1990 the number of schools focusing on the individual grow

## Attributes of „individual schools”

- Their maintainer is not the state/municipality → private persons or foundations
- No hierarchic decision making mechanisms
- Participative leadership
- „Activity” is in the focus of teaching („how to do something”)
- Integrative
- Harmonizing life and school

## One good practice: Alternative Economics Secondary School (AKG)

# Alternative Economics Secondary School (AKG)
## *Leadership structure*

- Maintainer is a foundation
- Leadership:
  - **Director of pedagogic** (responsible for all professional cases, „the keeper of the conception")
  - **Director of school management** (operative cases)
  - **Director for creating financial/material sources** (deputy director)
  - **Economic director and colleagues** (financial matters and economics)

## *Leadership structure*

- **Transparency (the professional conferences are open to public)**

- **„Collective decision-making, individual responsibility"**

# *Leadership structure*

- Small organs in a big organization →
  → So called „small schools:
  - homogeneous groups based on the age of the students
  - teachers of the same children form a professional community
  - separate also in space

# *Leadership structure*

- Patrons (mentors) are responsible for 8-10 children
- Professional workshops
- Conferences weekly, monthly

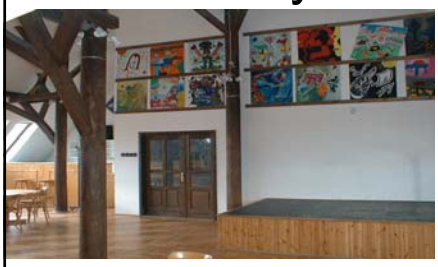
## Principle of teaching and learning

- „Students do not prepare to life…
  …they already live it.”

## Organizing teaching and learning

- Epochal learning
- Smaller-bigger projects outside the school
- Modern methods and work forms
- Workshops in the afternoon
- Regular contact with the patrons/mentors

# The Alternative Economics Secondary School



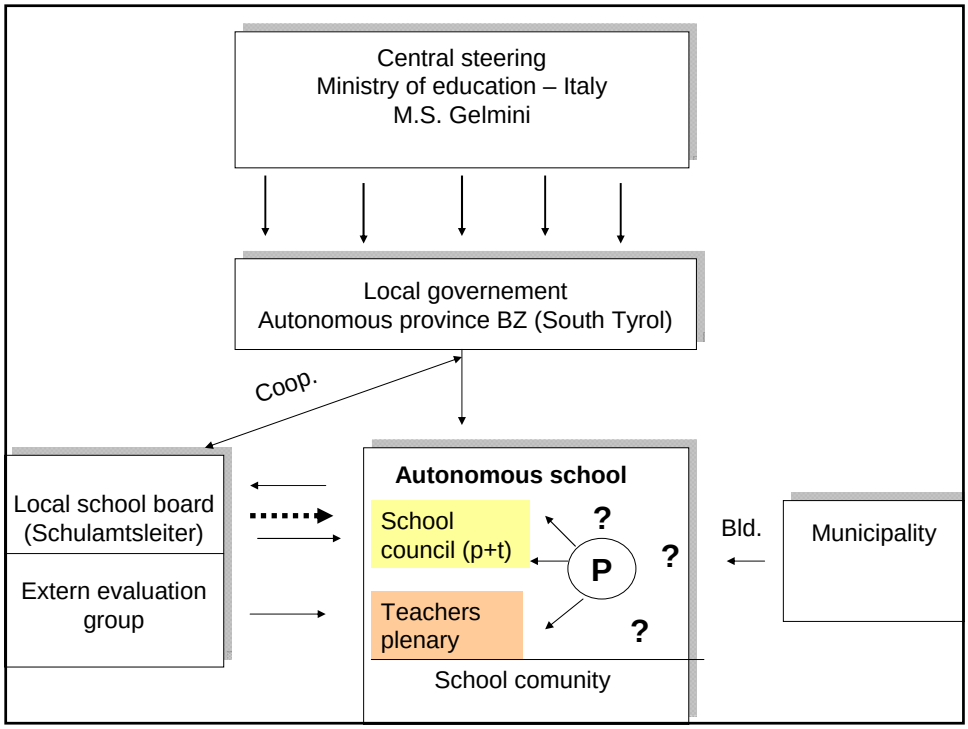
**Thank you**

**for**

**your attention!**

# Governance Italy / South Tyrol

Helmuth & Helmuth



# The Making of: Leadership in Education

Izmir

June 4th-7th 2009

leadership in education

razem dla edukacji

## The team of the "Razem dla Edukacji" Association at work

leadership in education

razem dla edukacji

## Activities of the Polish team: December 2008-April 2009

- Creating the project group
- Preparing the conceptual materials
- Initiating the Polish-Lithuanian cooperation
- Promotion of the project among school-heads
- Participation in the XIII Poznań Educational Fair
- Preparing the report

## Project "LEADERSHIP IN EDUCATION"...during the XIII Poznań Educational Fair

# Selected aspects of school management in Poland

- Political system transformation and breaking with the socialist education system initiated in 1989
- Preparing and introducing the reform in 1998
- Changes in the educational system; two main directions: decentralisation of the decision taking process and involving the society in it
- Diversification of competences of school governing bodies

# Crucial events

- Bringing to life school councils aiming at situating the institutions closer to the society(1991)
- Strengthening the school head's position (1991), elected for 5 years in an open competition; passing on to him competences of employer, responsible for a part of pedagogical supervision tasks
- Legally enforceable education system act (1991)created a possibility to carry out school duties outside school which was an important innovation

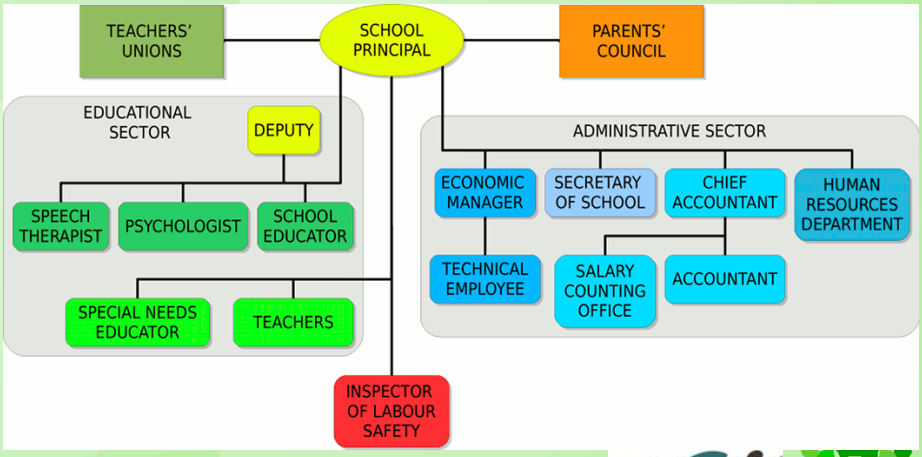
## Crucial events-continued

- Possibility to build **school's own curricula**
- Building the system of **exterior examinations**
- **Promotion of teachers** depending upon their involvement and personal development
- **Financing** educational tasks

## Levels of management

- **Minister of Education**- defines the core curricula, outline of school statutes and curricula, general health and safety regulations, manner of documenting the course of education, principles of conducting innovative and experimental activity
- **Education superintendent**- cooperates, with the organs of self-government units, to create and realise the regional educational policy.
- Unit of **regional government-** creates a strategy of education development in the region. Provides new schools and institutions with statutes.
- **School head -** undertakes decisions connected with school program, teaching curricula, school work schedules and timetables, organisation of both pedagogical supervision and school work quality investigation, as well as interior control organisation. He schedules and organises activities connected with school development.

# School organisation – an example




# Tendencies in the process of building school head's position as a leader

- Defining the roles the head is to carry out, setting qualification and competence requirements. Research results:

**Optimistic organiser**

**First to send an impulse to make pedagogy the center of school activity**

**Contacts his teachers frequently and at various levels**

**Makes his school an open place to cooperate with the exterior world**

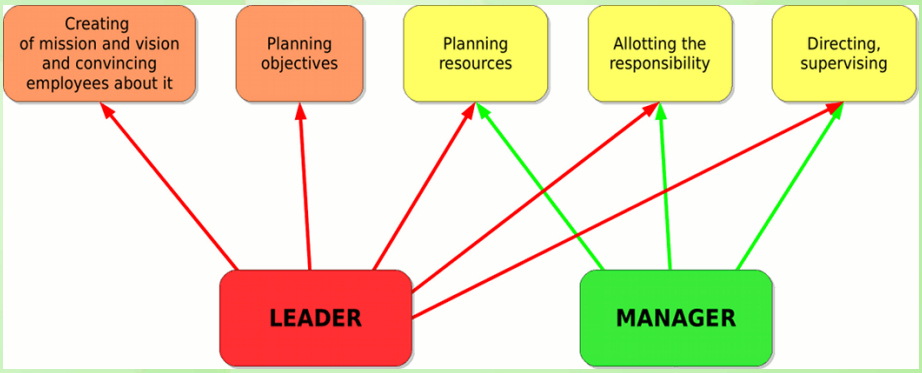
# Summing up the research on good school

- Both teachers and school heads are not open to innovations and reforms (at the beginning)
- **Administrative management builds an aura of resistance and unwillingness**
- Organisational development gives chances of **involving all** the co-workers in the conscious process of learning
- The head is more of a moderator motivating and convincing others to follow a certain direction
- **Directing is rather of an artistic than scientific nature…**

leadership in education

razem dla edukacji

# Head's tasks/ roles




leadership in education

razem dla edukacji

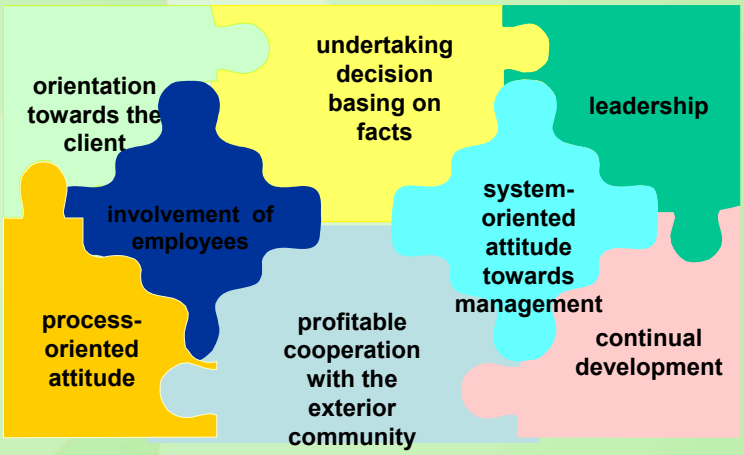
## Directions of changes in management

- Passing more and more competences to the running organs; bigger local governments do well while small country ones worse
- Change in the manner of conducting pedagogical supervision; from controlling/ inspecting to supporting
- Higher school autonomy as far as work and activities programming are concerned

## Directions of changes continued

- Passing broader competences to heads in constructing organisational projects and staff employment
- Creating conditions to build local education-oriented coalitions
- Introducing management standards; many schools obtain management certificates in agreement with ISO 9001:2000 norm (2009: 20 schools in the Poznań commune)
- Emergence of the so-called"creative" schools managed according to individual concepts of their heads

## 1. Why ISO 9001 ?
## (at school)




## Good practice–assumptions and examples.

Good school is dependent upon motivation and involvement of people working in it, it demands a big amount of pedagogical optimism and

cannot be run/managed administratively.

# New forms of pre-school education

An example of good management at commune level; cooperation with non-governmental organisations.

**Pre-school institutions**

**Pre-school education teams**

**Pre-school Education Commune Centres**

2008/09 - ROK PRZEDSZKOLA

# Making the educational chances equal

**Country and small towns schools-good management**

**at commune level in Klęka-cooperation with the local community**

**School pedagogue and speech therapist at pupils' and parents' disposal**

**School didactic resources at teachers' disposal.**

**DIAGNOSING AND SUPPORTING CHILD'S DEVELOPMENT**

**Additional activities:**
**- English classes**
**- gymnastics accompanied by music**
**- taekwondo**

**Participation in school educational projects.**

## Organisational solutions at regional level employing engagement of local communities

- VI Commune Crosscountry Competition:the Grodzisk Cup (founded by the local authorities and the President of the Housing Cooperative) organised on the International Children's Day

leadership in education

razem dla edukacji

## Good management at school level-basing on local tradition and utilizing teachers' passions

School Complex No 1 in Szamotuły

- School Club of Country Knowledge and
- popularising tourism
- and knowledge about Poland
- organising and taking part in
- pedestrian and cycling trips
- wandering camps
- tours.

PTTK

leadership in education

razem dla edukacji

## Good management at school level-employing pupils' and teachers'potential in teaching foreign languages at School Complex No 2 in Szamotuły

- Language groups
- Project method employed
- Trips abroad

leadership in education

razem dla edukacji

## Good management at school level- utilizing the passion of teachers and developing students' talents and interests

**Opening the Kopernik (Copernicus) astronomic observatory at the complex of Mikołaj Kopernik secondary and post-secondary schools in Nowy Tomyśl.**

leadership in education

razem dla edukacji

## Current problems reported by school heads at meetings

- Excessive administration; lack of time to solve pedagogical problems.
- Incompetent supervision; excessive controls/ inspections.
- Selecting candidates for managing posts in competitions-political influences.
- Lack of capability to create a team.
- Lack of capability to initiate interpersonal contacts with the local society members.

## Current problems-continued

- Lack of conscious local educational policy
- Evaluating schools according to the results and not for "educational value added"
- Too low budget means and thus resulting from it necessity to appeal to other sources

# Conclusions

The head's success is conditioned by:

- Full involvement of all the participants of the organisation;
- Knowledge of the personal model of activity;
- Cooperation with the local community;
- Presence of a common vision in the organisation.

leadership in education

razem dla edukacji

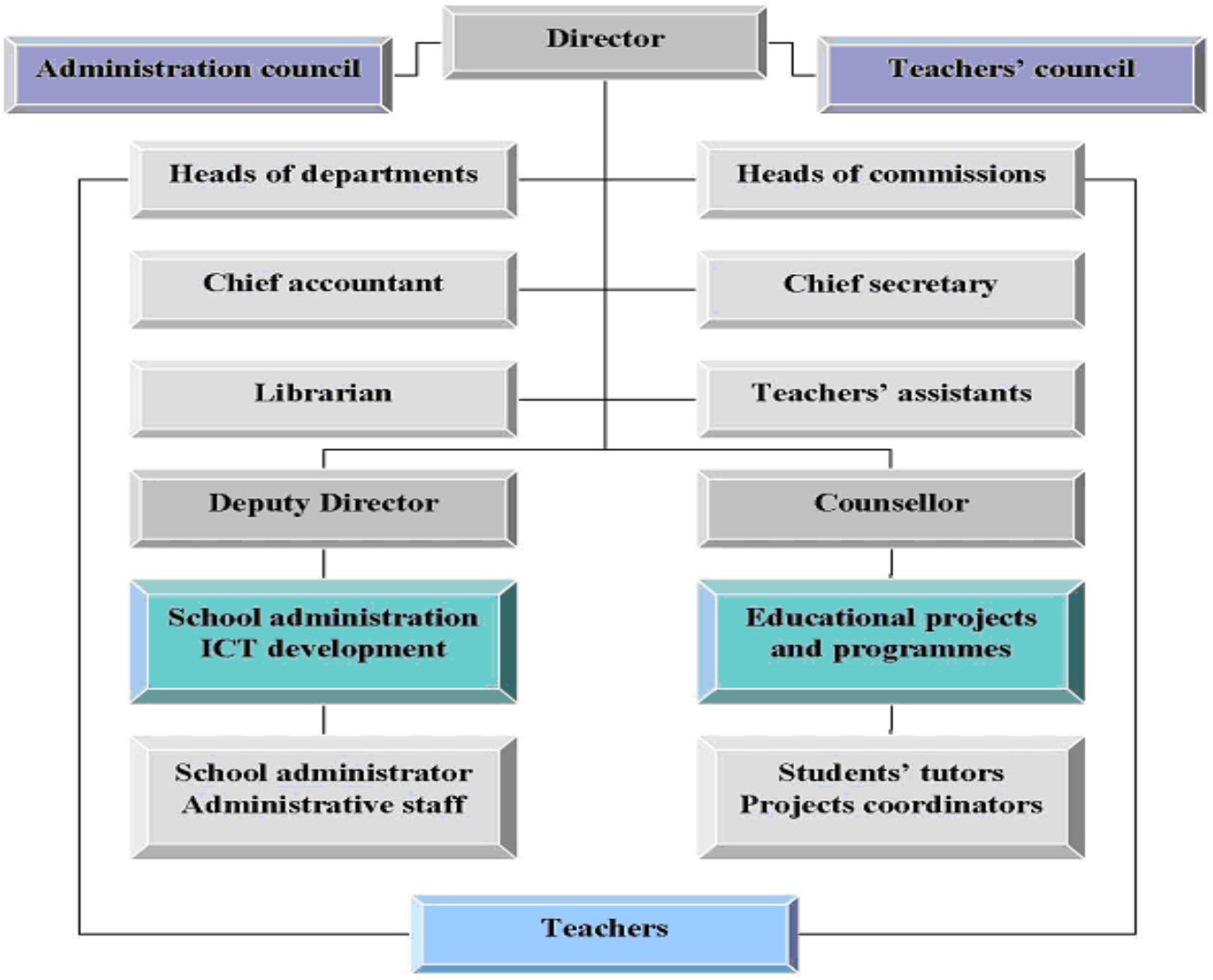
Still increasing interest of visitors' at successive educational fair shows the importance of the quality management in education

leadership in education

razem dla edukacji

**Appendix 9**

## Izmir – workgroup presentation – Romania



# RUSSIA
# Democratization of a school life

(from the point of view of a school)

NOT to argue:

- with the state,
- with employers,
- with the party

BE ABLE to:

- live in the competitive environment,
- argue with the employer,
- defend his own position,
- understand different points of view,
- make a choice

Contradiction

between:

aim ⟷ means

**New** qualities of pupils ⟷ **Old** qualities of teachers

## …small revolutions in:

- organizational forms in education (schools are to be transformed to independent establishments);
- management of an education system (sharing of public institutes in school management).

3 ways (or models):

- educational model

- project model

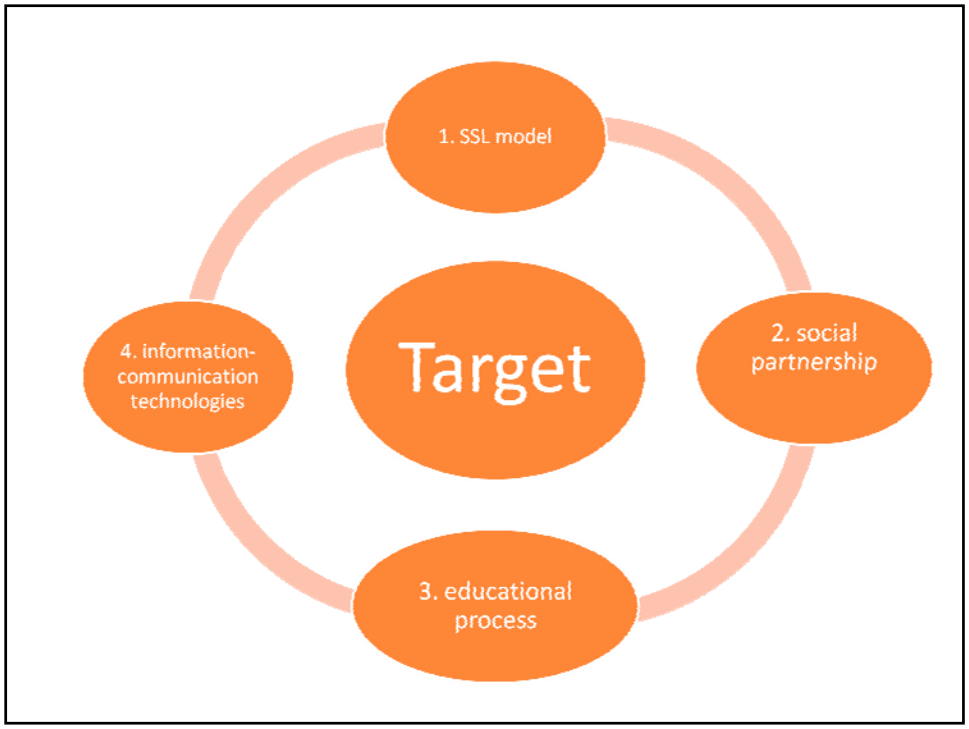
- institutional model

# Lyceum 4, Perm, Russia

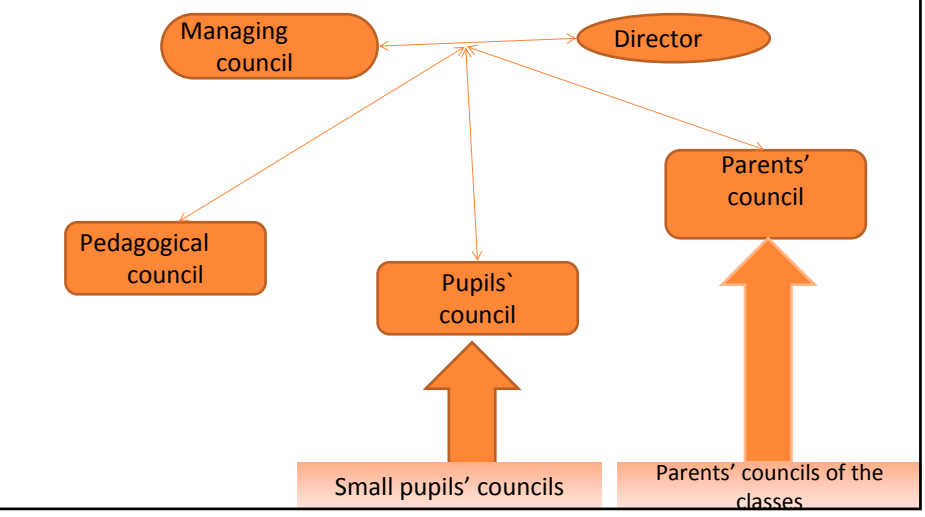
"Development of the social-state forms of management and social partnership"

It contains:

- short characteristic of a problem,
- target and tasks,
- system of programme actions,
- description of the results



# 1. Social-state leadership model

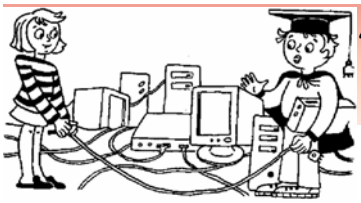


# 2. Social partnership

- marketing researches ;
- long-term contracts ;
- investments

## 3. Educational process

- changing in the contents of some school subjects;
- introduction of elective courses;
- creation of clubs;
- institute of representatives of human rights;
- social projects.



## 4. Information-communication technologies

- information-administrative programmes;
- forms of distance education.

## *What has cardinally changed?*

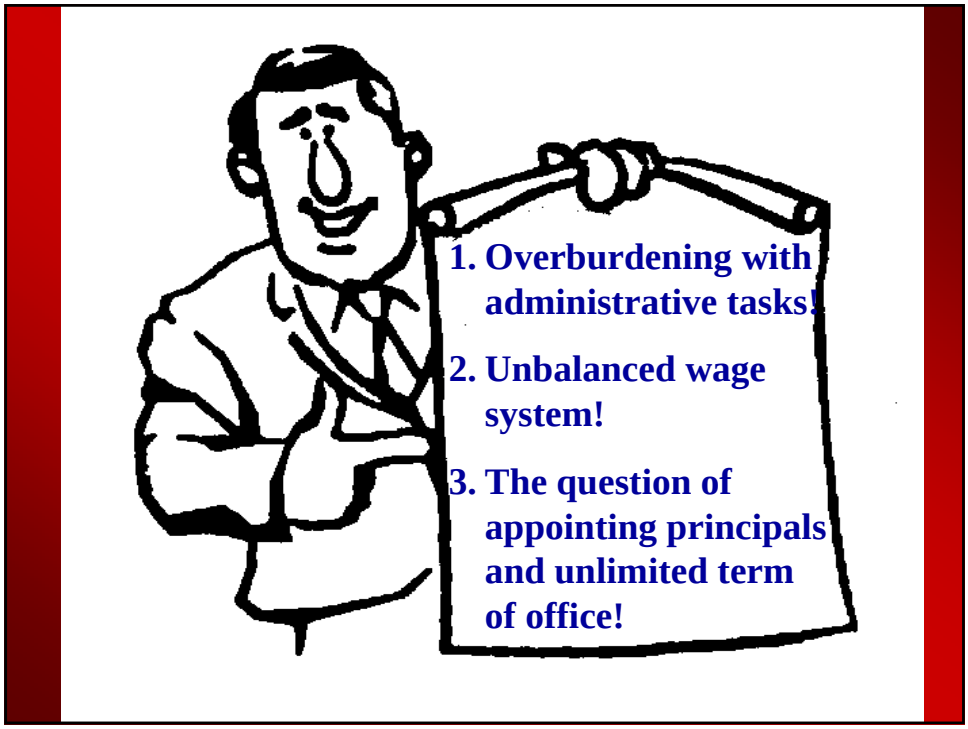
# The Making of: Leadership in Education –

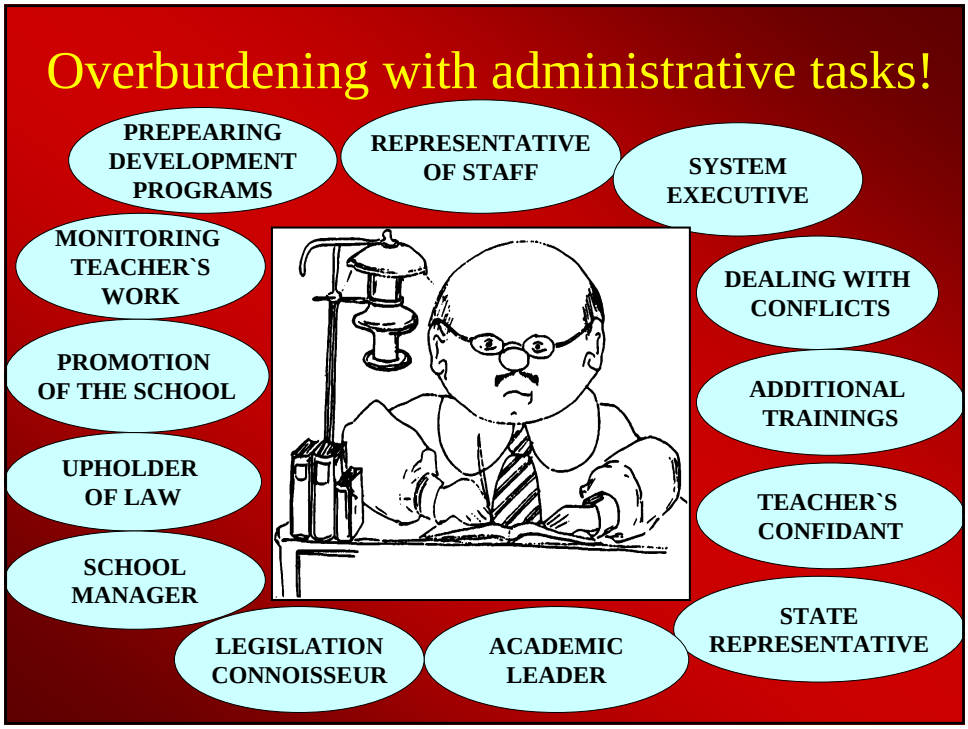
## A European Qualification Network for Effective School Leadership

Country report - Slovenia

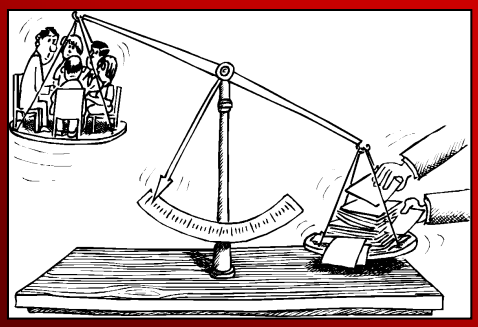
4th June 2009, Izmir, Turkey

"I am afraid we will have to strech the day and open our hearts if we the principals want to be the mother and father to everybody in school, a friend and careteaker, a smart entrepreneur, a skilled communicator, a legislation connoisseur and above all the first teacher and educator in school…"

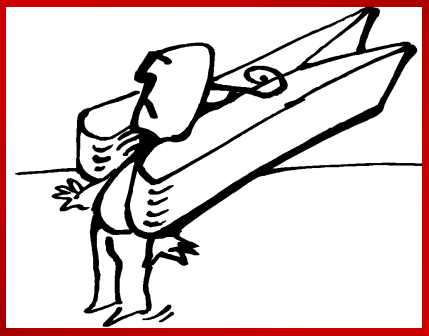

1. Overburdening with administrative tasks!
2. Unbalanced wage system!
3. The question of appointing principals and unlimited term of office!


Overburdening with administrative tasks!
PREPEARING DEVELOPMENT PROGRAMS
REPRESENTATIVE OF STAFF
SYSTEM EXECUTIVE
MONITORING TEACHER`S WORK
DEALING WITH CONFLICTS
PROMOTION OF THE SCHOOL
ADDITIONAL TRAININGS
UPHOLDER OF LAW
TEACHER`S CONFIDANT
SCHOOL MANAGER
STATE REPRESENTATIVE
LEGISLATION CONNOISSEUR
ACADEMIC LEADER

Too much administrative work.



Managerial tasks take up two thirds of prinpipal`s time.



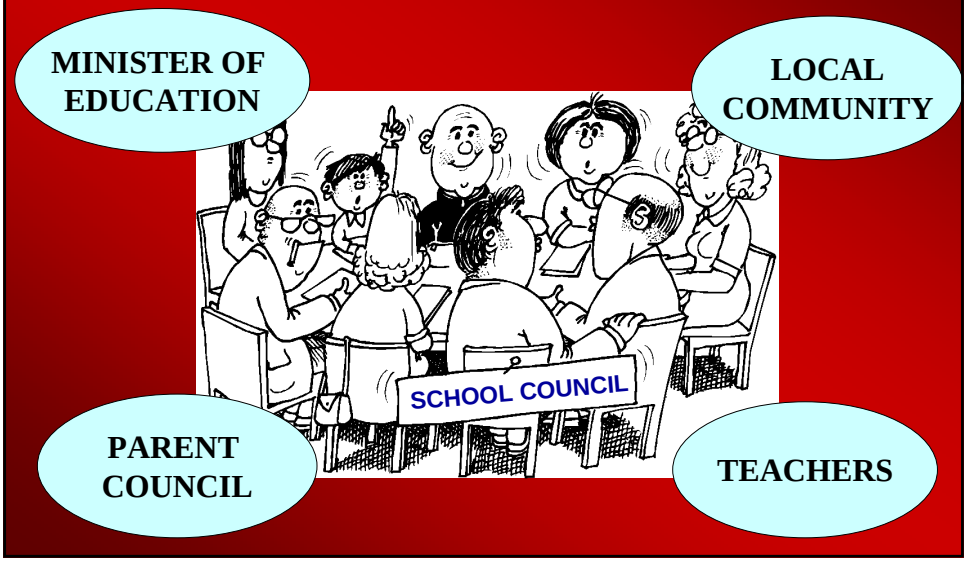
Half of the principals see their work as extremely stressful.

The principals want more help with the management, law enforcement and clerical work.

## Unbalanced wage system

- The new wage system from September 2008
- The wage freeze
- Destruction of the wage balance
- Teacher`s salary : principal`s salary
- The government answer: the 13th salary

## THE QUESTION OF APPOINTING OF PRINCIPAL AMD UNLIMITTED TERM OF OFFICE



POLITICAL INFLUENCE

UNLIMITED TERM OF OFFICE?

# FINANCIAL RESOURCES

PUBLIC REVENUES

MOSTELY FROM

FOUNDER`S RESOURCES

DONATIONS

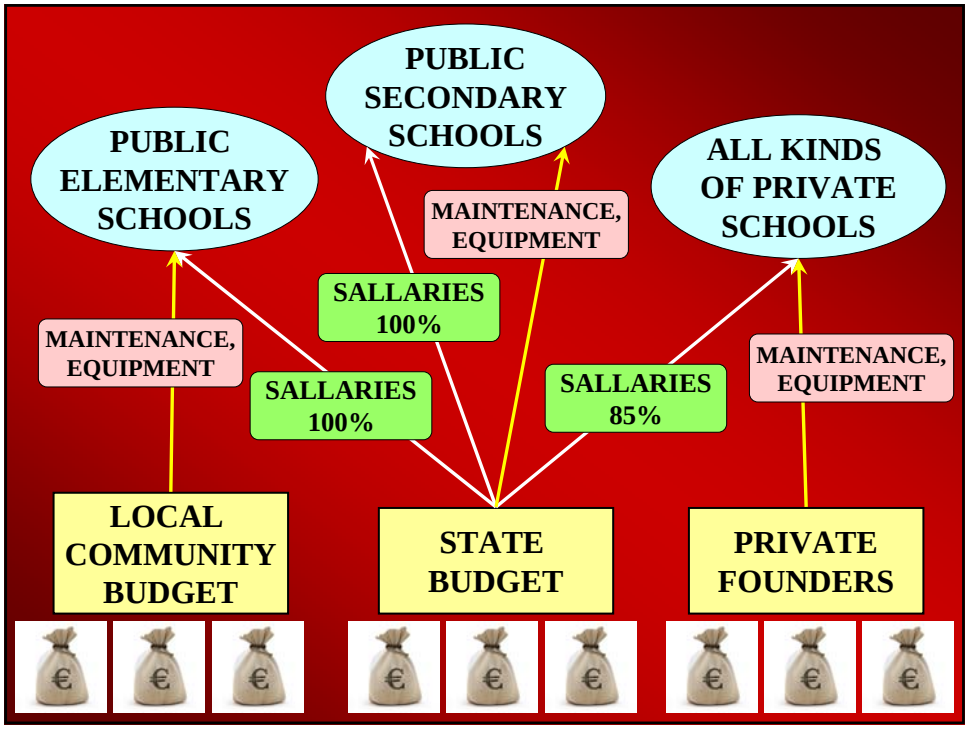
CONTRIBUTIONS OF BUSINESS ASSOCIATIONS

LESS FROM

STUDENT`S FEES

SPONSORSHIP

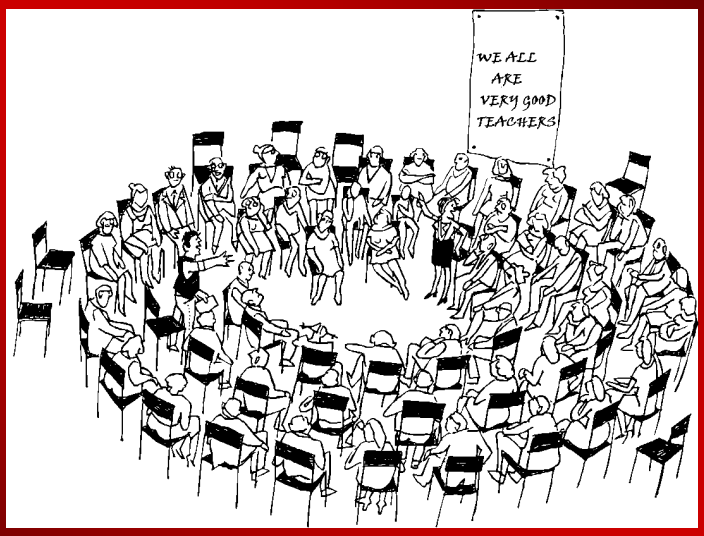
REVENUES FROM THE SALE SERVICE


PUBLIC SECONDARY SCHOOLS
PUBLIC ELEMENTARY SCHOOLS
ALL KINDS OF PRIVATE SCHOOLS
MAINTENANCE, EQUIPMENT
SALLARIES 100%
MAINTENANCE, EQUIPMENT
SALLARIES 100%
SALLARIES 85%
MAINTENANCE, EQUIPMENT
LOCAL COMMUNITY BUDGET
STATE BUDGET
PRIVATE FOUNDERS

I AM ALSO A LEADER IN TEACHING AND LEARNING!
MANGING PEDAGOGIC PROCESS
STIMULATING POSITIVE SCHOOL ENVIRONMENT
DESIGNING SCHOOL MISSION
MAINTAINING CONDITIONS FOR TEACHING AND LEARNING
TEAM WORK
SUCCESSFUL PLANNING OF THE EMPLOYEES` GROWTH
SEMINARS, WORKSHOPS PROFESSIONAL FIELDTRIPS
QUALITY COMMUNICATION AND CO-OPERATION
COOPERATION WITH LOCAL ENVIRONMENT
GOOD SCHOOL FACILITIES

# THE STRUCTURE OF MANAGING SCHOOL IN SLOVENIA

**ASSISTANT PRINCIPAL(S)**

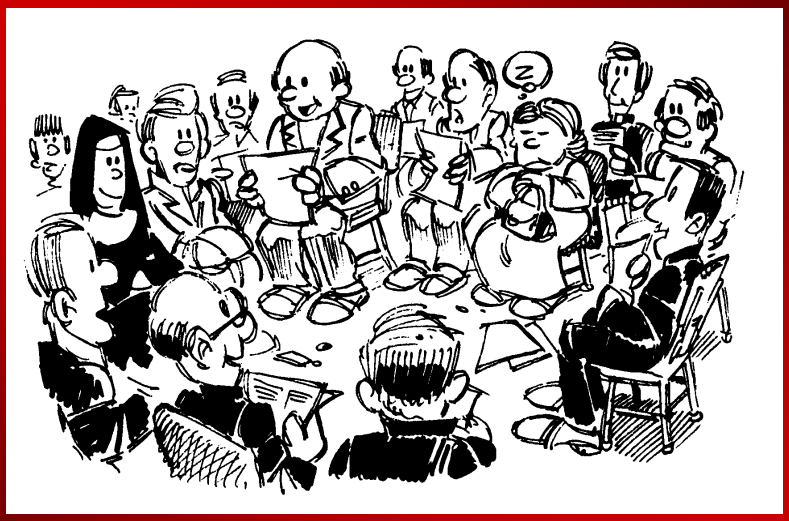



**ASSEMBLY OF TEACHERS**

**TEACHING STAFF OF INDIVIDUAL CLASSES**

**HOMEROOM TEACHERS**

**PROFESSIONAL WORKING GROUPS IN SCHOOL**



**COUNCIL OF PARENTS**

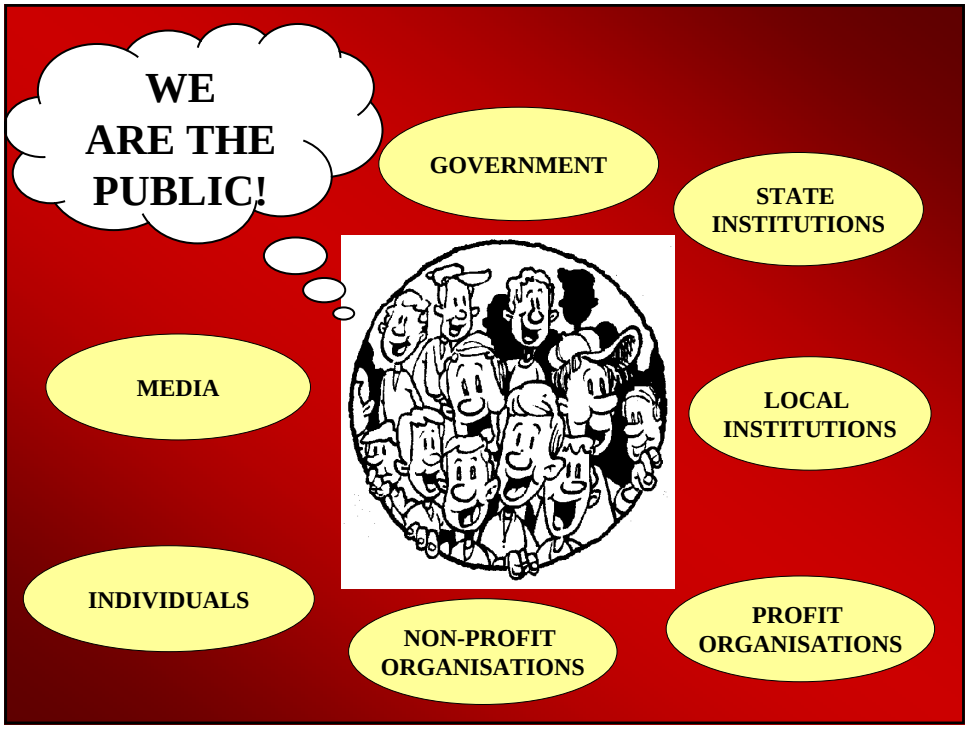
**COUNSELLING SERVICE**

**SCHOOL DEVELOPMENT TEAMS**

**COMPLAINT COMMITTE**

**QUALITY COMMITTE**

**STUDENT BODY**

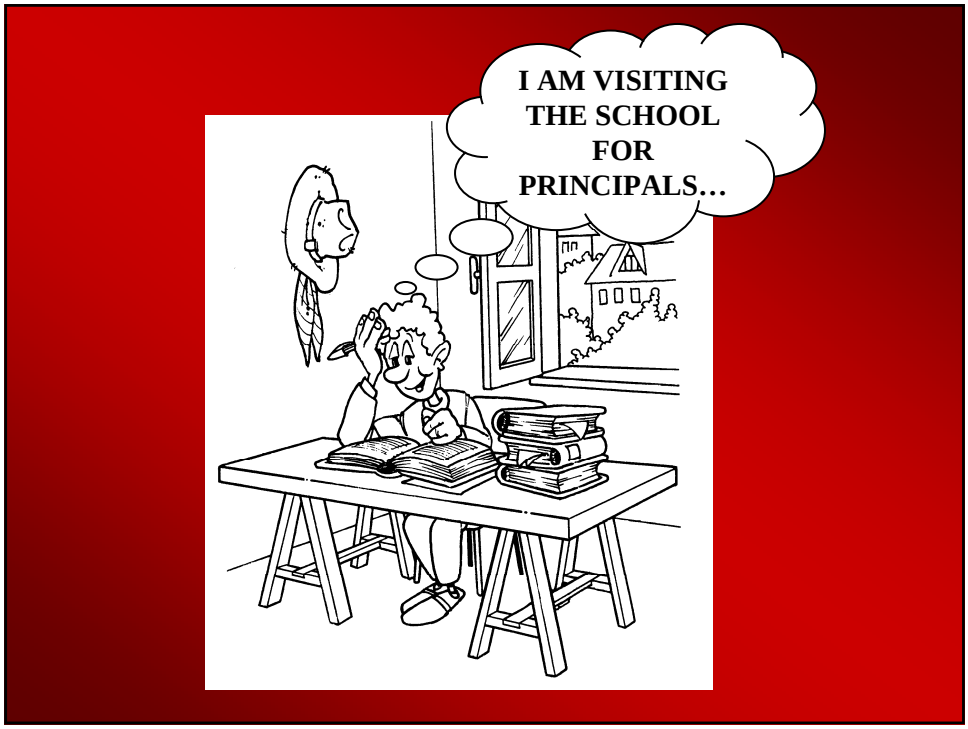



## FIELDS OF COOPERATION

- **Ecology:**
  environmental activities,
  tree planting, waste recycling,
  cleaning the school surroundings…

- **Local institutions:**
  health centres, fire brigades, local museums, police, libraries, retirement homes…

- **Individuals:**
  farmers, tradesmen...


I AM VISITING THE SCHOOL FOR PRINCIPALS…

OBSERVING THE LESSONS
PRE-SERVICE AND IN SERVICE EDUCATION
MANAGING CONFLICTS
ADDITIONAL TRAINING (SEMINARS, WORKSHOPS
EXAMPLES OF GOOD PRACTISE AND MISTAKES
LITERATURE (INSTRUCTIONS, GUIDELINES)
BASIS OF TEAM WORK
THE MAGAZINE: "LEADESHIP IN EDUCATION"
SCHOOL LEGISLATION
PLANNING AND DECISSION – MAKING
PEOPLE IN THE ORGANISATION
THE ROLE OF PRINCIPALS AS ACADEMIC LEADER
THEORY OF ORGANISATION AND LEADERSHIP
MANAGEMENT IN EDUCATION
SCUOLA

# THE SUCCESS STORY

**DIOCESAN CLASSICAL GYMNASIUM**

## THE SUCCESS STORY

The principal delegates different kinds of tasks to individual techers.

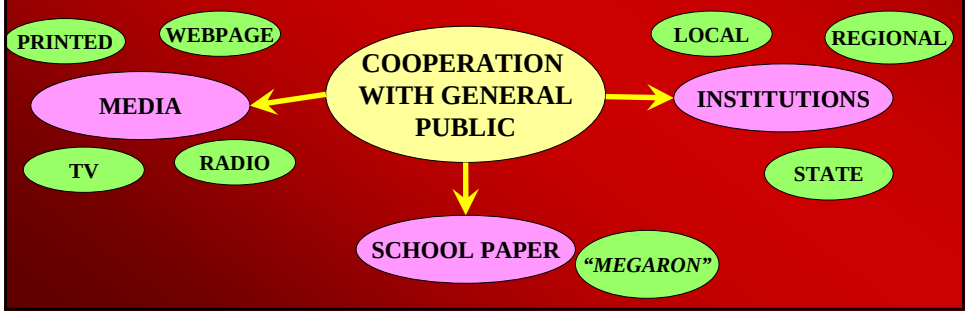
These teachers freely choose co-workers and create working groups.

There are weekly meetings for coordination of activities.

## TASKS, TAKEN OVER BY THE TEACHERS

- MANAGING AND COORDINATING SCHOOL PROJECTS
- MENTORING SCHOOL PAPERS
- MANAGING INTERNATIONAL ACTIVITIES (SCHOOL EXCHANGES…)
- SCHOOL EVALUATION AND DEVELOPMENT
- ORGANISING AND REALISING PROJECT DAYS FOR STUDENTS
- COUNSELLING THE STUDENTS WITH SPECIAL NEEDS
- MANAGING AND REALISING MATURA EXAMS
- ASSESING THE QUALITY OF TEACHING
- MENTORING THE STUDENT BODY
- INTER-DISCIPLINARY WORK
- MANAGING SCHOOL CHRONICLES AND PHOTOCHRONICLES
- MANAGING SCHOOL WEBPAGE

- RUNNING MUSIC AND ART ACTIVITIES
- HARMONISING INTERESTS BETWEEN THE MANAGEMENT AND THE STAFF
- SOCIAL LIFE OF THE STAFF (THE STAFF ROOM SENIOR)
- RUNNING PROFESSIONAL WORKING GROUPS
- ETC.



OUR SCHOOL
IS COOL!

I AM THE PRINCIPAL OF THIS GYMNASIUM…

THANK YOU!

# NARLIDERE ANATOLIAN HIGH SCHOOL

Academic Success Comes The First

## History

- founded in 2005
- temporary building – limited facilities
- new building due to February 2010
- first graduates this year

## Staff

- 1 principal
- 1 vice principal
- 32 teachers
- 2 secretaries
- 2 housekeepers
- 1 guard

## Teachers

| | | | |
|---|---|---|---|
| Counselor | 1 | Physics | 3 |
| Turkish | 5 | Chemistry | 2 |
| Mathematics | 5 | Biology | 1 |
| History | 2 | English | 5 |
| Geography | 1 | French | 1 |
| Philosohy | 1 | Music | 2 |
| Religion | 1 | PE | 2 |

## Enrollment to Graduation

- Enroll taking the SBS (Level Evaluation Exam For High School Education)
- 9th grade: same curriculum for all
- 10th grade to 12th grade
- A- Foreign Language
- B- Science & Mathematics
- C- Social Sciences
- D- Turkish & Mathematics
- Take the ÖSS (Student Selection Exam for Higher Education)

## Curriculum

| | Foreign Language | Science & Math | Turkish & Math | Social Sciences |
|---|---|---|---|---|
| **9th Grade** | English – Math – Physics – Chemistry – Biology – Turkish Turkish Literature - History – Geography – Music – PE - Religion | | | |
| **Grades 10th 11th 12th** | English | Math<br>Geometry<br>Analytical Geometry | Math<br>Geometry<br>Analytical Geometry | Use of Turkish |
| | | Chemistry | Geography | Geography |
| | | Physics | History | History |
| | | Biology | Philosophy | Philosophy |
| | Turkish Literature<br>Turkish<br>Music<br>Religion<br>French | Turkish Literature<br>Turkish<br>Music<br>Religion<br>French | Turkish Literature<br>Turkish<br>Music<br>Religion<br>French | Turkish Literature<br>Turkish<br>Music<br>Religion<br>French |

## Assessment

written exams, oral grades and term works
2/3 exams for each lesson per term

Grade Point Average (GPA)
must not be lower than 3.0 (out of 5.0).

## No Of Students

| Grade | No. of Classrooms | Girls | Boys | Total |
|---|---|---|---|---|
| 9th grade | 4 | 70 | 43 | 113 |
| 10th grade | 3 | 37 | 22 | 59 |
| 11th grade | 5 | 59 | 68 | 127 |
| 12th grade | 3 | 39 | 31 | 70 |
| Total | 15 | 205 | 164 | 369 |

## No of Classrooms

| | Science& Maths | Turkish& Maths | Social Sciences | Foreign Language | Total |
|---|---|---|---|---|---|
| 9th grade | | | | | 4 |
| 10th grade | 1 | 1 | - | 1 | 3 |
| 11th grade | 2 | 2 | 1 | - | 5 |
| 12th grade | 2 | 1 | - | - | 3 |
| Total | 5 | 4 | 1 | 1 | 15 |

## Extra Curricular Activities

- Atatürk's Way of Thinking Club
- Chess Club
- Drama Club
- Literature Club
- Music Club
- Travel and Observation Club
- Career Club
- Basketball Team

## Counseling Service

Private and Group Counseling

Seminars to students / parents / teachers
Field choosing
Career guidance
Living healthily and happily
The age of adolescence

Questions ?

# The Making of: Leadership in Education Country: _____

# Questionnaire

***Dear Colleagues,***
***Please answer the following questions! Feel free to choose more than one answer!***

## I. Structure Analysis

1. The most difficult obstacles on the way to becoming a well governed/ managed school are

☐ school laws
☐ quality control (internal/external)
☐ the school authority's expectations
☐ lacking support system
☐ other problems

_____

_____

_____

## II. Context Analysis

1. The most difficult obstacles on the way to becoming a well governed/ managed school are

☐ cooperation between school head and deputy head
☐ high percentage of teaching time
☐ personal development
☐ financial management
☐ cooperation with the staff
☐ insufficient qualification of school heads
☐ other problems

_____

_____

_____

## III. Management Analysis

1. The most difficult obstacles on the way to becoming a well governed/ managed school are

☐ cooperation with other schools
☐ cooperation with community institutions
☐ cooperation with the local community
☐ designing a school programme
☐ managing the budget (everyday)
☐ fundraising
☐ writing staff reports
☐ agreements on aims between school heads and teachers
☐ other problems

_____

_____

_____

**Your personal opinion:**

1. According to your experience, what are the key areas where school heads need support urgently?

_____

_____

_____

_____

2. How much practical detail should there be in the modules for school heads we are collecting and elaborating? What should the range of the presentation of materials include (e.g. print, DVD, case studies, problem – solving tasks)? Describe the best methodological way of qualifying school heads!

_____

_____

_____

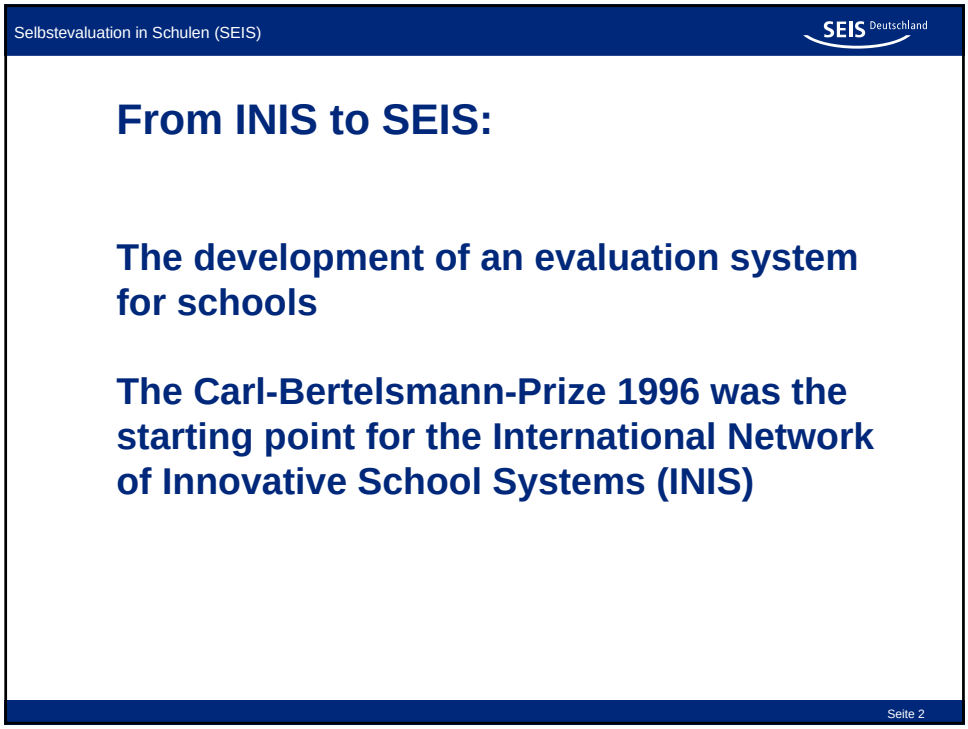
_____

_____

_____

***Thank you for your cooperation!***

SEIS Deutschland
SEIS (Self-Evaluation in Schools):
A tool to enhance the development of schools
Izmir, June 2009


Selbstevaluation in Schulen (SEIS)
SEIS Deutschland
From INIS to SEIS:
The development of an evaluation system for schools
The Carl-Bertelsmann-Prize 1996 was the starting point for the International Network of Innovative School Systems (INIS)
Seite 2

## The Criteria for the Prize:

- Student-oriented teaching
- Innovation and evolution
- Staff potentials
- Innovative leadership
- Participation of students, parents, and institutions





## Criteria ……

- Co-operation between individual schools and external officials in the system
- Evaluation and quality management
- State framework for innovative development of schools

## Participating Countries

**International:**
Canada; New Zealand; the Netherlands; Norway; Scotland; Switzerland; Hungary

**Germany:**
Bavaria; Hesse; Lower Saxony; North Rhine - Westphalia; Thuringia

***The Winner: Ontario, Canada***

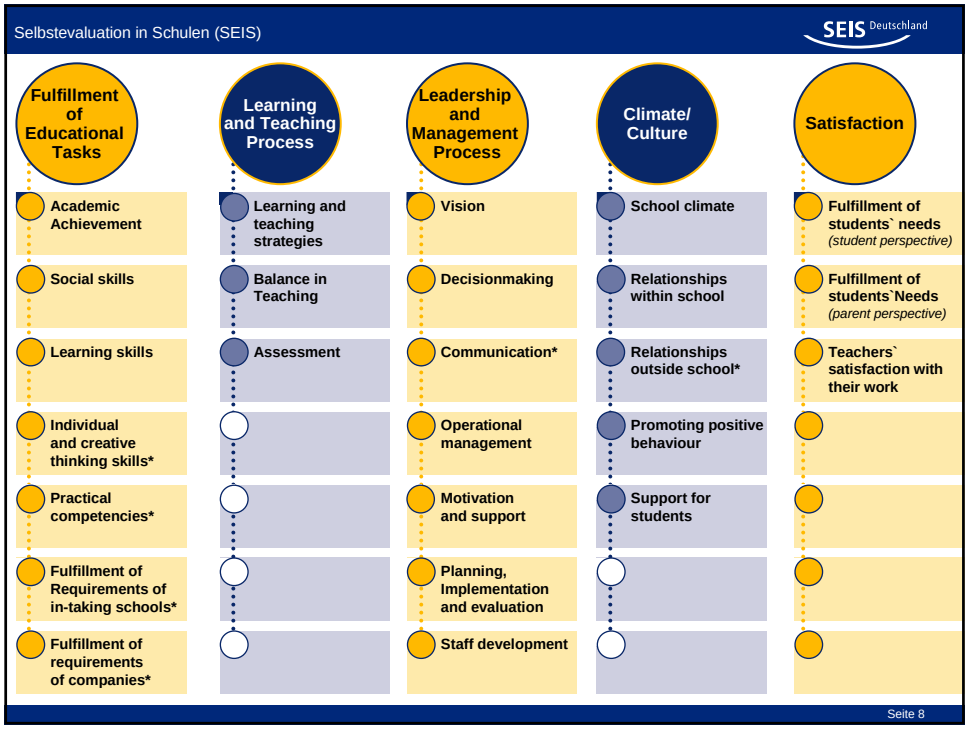


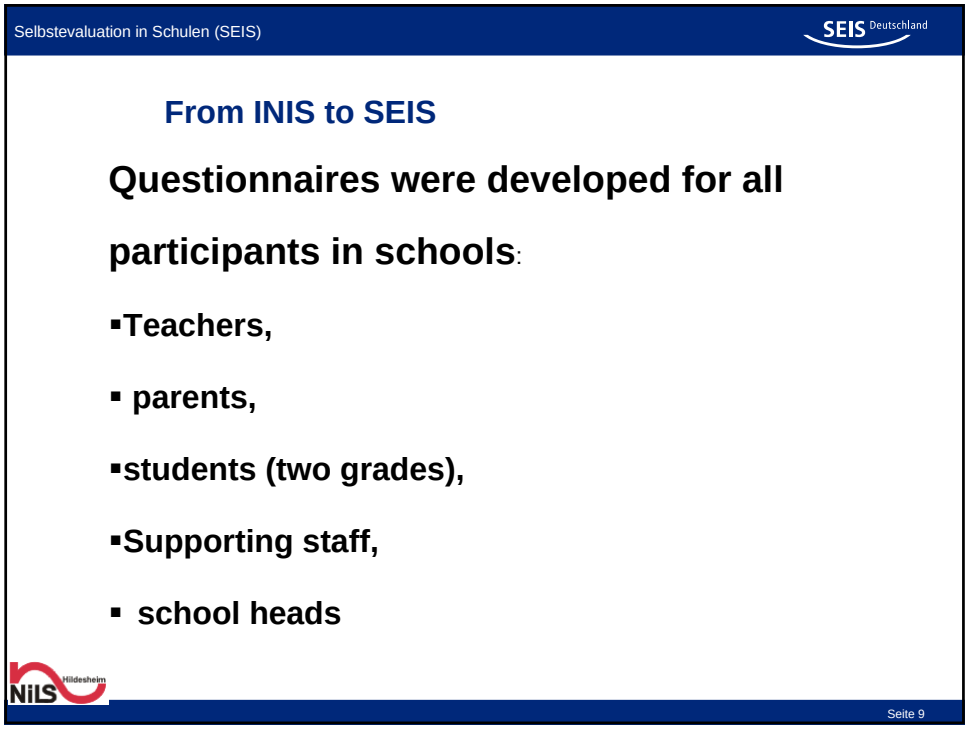


## International Network of Innovative Schools (INIS)

- **These countries started networking, exchanging ideas.**
- **Renowned scholars, such as Paul Laing, Claus Buhren, alongside with ministry officials, board members, principals developed a framework of quality standards in schools.**
- **Patrons were the then German President Roman Herzog and the Bertelsmann Foundation.**

Selbstevaluation in Schulen (SEIS)
SEIS Deutschland
From INIS to SEIS
•Agreements on quality standards were developed.
•It was decided to conduct surveys in schools.
•SEIS was founded and run by the Bertelsmann foundation.
•In 2008 a consortium of several German Länder took over; Lower Saxony is chairing the managing committee.
• SEIS Germany c/o. NiLS Hildesheim.
NiLS Hildesheim
Seite 7


Selbstevaluation in Schulen (SEIS)
SEIS Deutschland
Fulfillment of Educational Tasks
Academic Achievement
Social skills
Learning skills
Individual and creative thinking skills*
Practical competencies*
Fulfillment of Requirements of in-taking schools*
Fulfillment of requirements of companies*
Learning and Teaching Process
Learning and teaching strategies
Balance in Teaching
Assessment
Leadership and Management Process
Vision
Decisionmaking
Communication*
Operational management
Motivation and support
Planning, Implementation and evaluation
Staff development
Climate/ Culture
School climate
Relationships within school
Relationships outside school*
Promoting positive behaviour
Support for students
Satisfaction
Fulfillment of students` needs (student perspective)
Fulfillment of students`Needs (parent perspective)
Teachers` satisfaction with their work
Seite 8


Selbstevaluation in Schulen (SEIS)
SEIS Deutschland
From INIS to SEIS
Questionnaires were developed for all participants in schools:
▪Teachers,
▪ parents,
▪students (two grades),
▪Supporting staff,
▪ school heads
NiLS Hildesheim
Seite 9

Selbstevaluation in Schulen (SEIS)
SEIS Deutschland
Aims of the SEIS quality comparison
The SEIS quality comparison is a
▪standardized instrument for the self-evaluation of schools.
It is meant to be
▪ a guiding instrument for school administration and staff.
NiLS Hildesheim
Seite 10

## Aims of the SEIS quality comparison

- The quality comparison is intended to help the schools

  - to plan their school development process

  - and to indicate areas for a purposeful international exchange of experiences.





## The Most Important Advantages of the Quality Comparison

- The quality comparison looks at the school as

  a system,

  - covering all relevant areas,

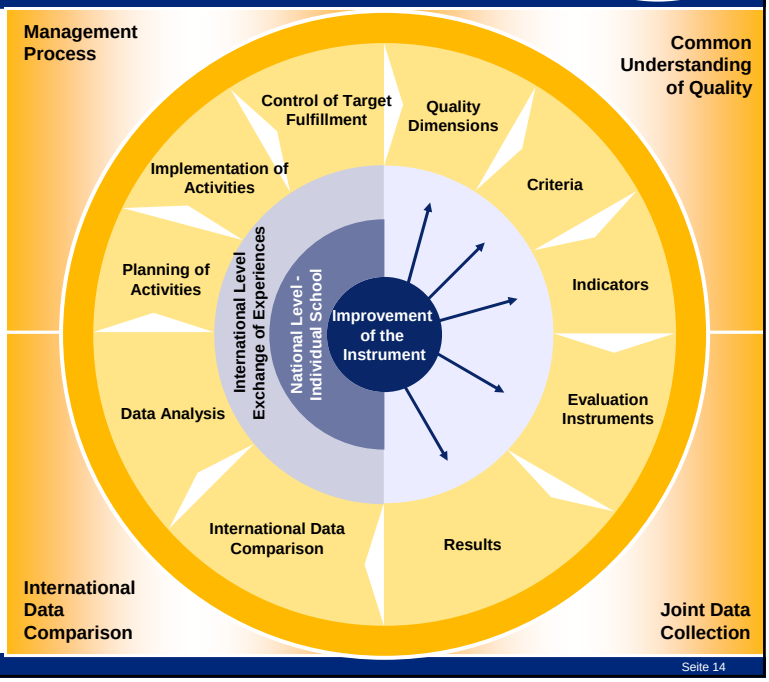
  - questioning all relevant groups.

## The Most Important advantages of the Quality Comparison

- Easy and transparent procedure (online or paper questionnaires).
- Little time and work demanded from the schools.
- Report with comparative data and interpretation provided.







## The Concept of the Reporting System

**The reports are intended to provide the schools with impulses for their development.**

- **These impulses can result from**
  - **the comparison of the answers of the respondent groups (parents, students, staff),**
  - **a data comparison between schools,**
  - **a comparison with last year‘s result.**





## SEIS and COMENIUS

**The application of SEIS in schools in our project**

- **Would produce comparable data on the national level as well as the international level represented in the project,**
- **would provide useful findings for the objectives of our project.**

- **We invite you to join SEIS.**
- **We will offer a workshop in Tallin for those who are interested.**

The Making of Leadership in Education

# Synopsis:
# Criteria for Web Contributions

Lejf Moos

June 2009

THE DANISH SCHOOL OF EDUCATION
AARHUS UNIVERSITY

leadership in education





## Overall criteria

**Practical:** forming a basis for reader's reflections

- Awareness of readership (international practitioners and policy makers)
- Contextualized and process oriented (se frame)
- Based on evidence and good arguments

**Focused** and well structured

## 1. Introduction

a. Titel; presenter's position
b. Why was this project chosen?
   a. How do you know?
   b. Where are you in relation to the project?





## 2. What kind of project

a. From everyday practice to project
b. Areas of schooling and school leadership

## 3. Project's intentions

a. Which qualifications shall be developed?
b. Which external expectations shall the leaders meet?
c. Which internal structures, culture, relations, communication, technologies shall be mastered?
d. Which success criteria shall be applied (teaching and student learning?)





## 4. Status prior to project

a. Description of:
    a. school structure and culture,
    b. staff,
    c. leadership,
    d. students,
    e. local community.

## 5. How?

Change strategy in qualifications project and in school development

a. 'Burning Platform', sense of urgency
b. Time plan
c. Ressources – empowering staff
d. Short term gains





## 6. Who were involved

a. Participants (leaders, teachers, students, parents…)
b. Alliances: leading coalition, partnerships
c. Ownership

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## 7. Record of progress

a. Data gatherings and report writing, who?
b. Step by step with adjustments

10

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## 8. Evaluation

a. Who, why & to whom
b. Successcriteria
c. Not intended changes
d. Institutionalising changes and processes
e. Reflections on future, new directions

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Lejf Moos

# Task

- In groups:
- Outline a synopsis from each country choosing one educational- or developmental initiative and finding cues for all items in the frame.
- Help each other by posing productive questions

12

Lejf Moos

**1. Introduction**

a. Titel; presenter's position
b. Why was this project chosen?
   a. How do you know?
   b. Where are you in relation to the project?

**2. What kind of project**

a. From everyday practice to project
b. Areas of schooling and school leadership

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leadership in education

Lejf Moos

### 3. Project's intentions

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leadership in education

Lejf Moos

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15

Lejf Moos

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leadership in education

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a. Data gatherings and report writing, who?
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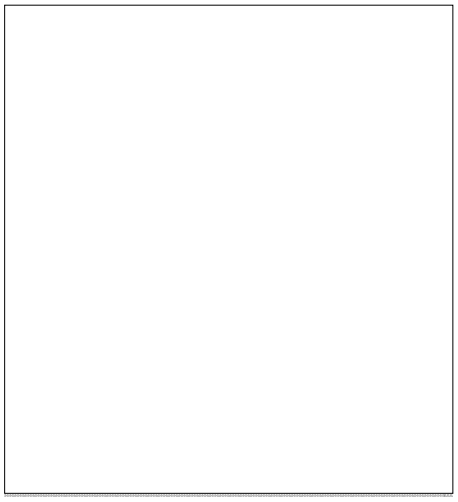

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leadership in education

Lejf Moos

## 8. Evaluation

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b. Successcriteria
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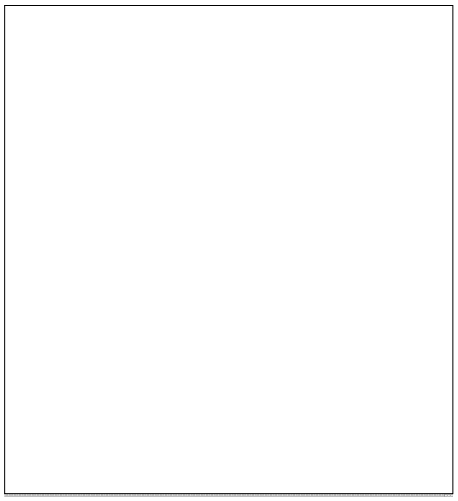

# „Unseren Kindern schulden wir das Allerbeste“

## Auf niedersächsische Initiative hin kooperieren Europäer aus 31 Staaten für ein besseres Schulmanagement – doch im Lande selbst hakt es noch

VON DANIEL ALEXANDER SCHACHT

**Izmir.** Als Enda McGorman im irischen Dublin Schulleiter wurde, brauchte er zuallererst Mut: Denn da zog der „keltische Tiger“ Irland doppelt so viel Zuwandererkinder an, wie McGormans katholische Schule aufnehmen konnte – und der Erzbischof befahl, einfach Kinder von Katholiken zu bevorzugen. „Zuwanderer, Protestanten, Muslime wären hinten runtergefallen“, sagt McGorman. „Das wollte ich nicht.“ Sein Kampf gegen konfessionelle Auslese machte ihn zum Objekt von Disziplinarverfahren, Talkshows und Parlamentsdebatten. Doch am Ende setzte er seine multikulturelle Schule durch. Und die fröhlichen europäischen, afrikanischen und asiatischen Gesichter seiner Schüler demonstrieren die neue Vielfalt von Europas Jugend.

Als Hacan Öztürk im türkischen Izmir erleben musste, dass seine Berufsschule bis auf die Grundmauern abbrannte, konnte der Schulleiter vorführen, was gute Netzwerkarbeit leistet: Denn da stand das altehrwürdige Gebäude in weniger als einem halben Jahr wie zuvor – wiedererrichtet mit der Hilfe von Industriellen, die fast alle Absolventen der traditionsreichen Mihatpascha-Schule sind – des Vorbilds für alle Berufsschulen in der Türkei.

Erfolgreich mit guten Ideen – und mit viel Geld: Schulleiterin Gönül Ketenci. Schacht (2)

Als Kore Moum im norwegischen Trondheim Schulleiter wurde, demonstrierte er, wie Reformideen international Schule machen: Denn da führte er altersgemischte Lerngruppen ein, bei denen die stärkeren Schüler schneller voranschreiten und die schwächeren mehr Zeit zum Lernen bekommen – ein Modell, das er durch ein EU-Netzwerk an der hannoverschen Glockseeschule kennengelernt hat.

Quer durch Europa gibt es faszinierende Beispiele für erfolgreiche Schulen – und viele davon konnte man jetzt in Izmir kennenlernen. Denn dort haben sich die Partner eines EU-Projekts getroffen, das erstmals nicht nur alle 27 EU-Länder repräsentiert, sondern an dem auch Vertreter aus der Schweiz, Russland, Norwegen, Südafrika und der Türkei teilnehmen. „The Making of: Leadership in Education“ ist der Titel des Projekts, also etwa: „Der Aufbau von Führungsstärke im Erziehungswesen“, und koordiniert wird es vom Nils, Niedersachsens Landesamt für Lehrerbildung und Schulentwicklung.

„Eine OECD-Studie hat uns vor Augen geführt, wie wichtig Schulleiter für erfolgreiche Reformen sind – und die EU-Kommission legt bei ihrer Förderung jetzt endlich besonderen Wert auf ein besseres Bildungsmanagement“, sagt Nils-Projektkoordinator Rolf-Peter Berndt. „Wir wollen das Wissen Europas darüber zusammenführen, denn erst der internationale Vergleich lässt Schwächen, aber auch Stärken klar hervortreten.“

Schon die Erfolge in Dublin, Izmir und Trondheim zeigen, dass es dabei um Vernetzung nach außen und Teambildung nach innen geht, um Tugenden wie Kommunikationsfähigkeit, Geradlinigkeit, Offenheit. Aber die ersten Länderberichte zeugen auch davon, dass selbst charismatische Charaktere unter den Schulleitern nicht alle Mängel in der Schulorganisation ausgleichen können. „Es ist bestürzend, dass in den meisten Ländern Schulmanagement viel Arbeit, Verantwortung und Verwaltungsaufwand bedeutet – und wenig Anerkennung und Respekt“, sagt Prof. Lejf Moos von der dänischen Universität Aarhus, der das Projekt wissenschaftlich begleitet. „Kaum einer wird gern Schulleiter.“ Und während in allen Ländern die Anforderungen von Politik und Gesellschaft an die Schulen stiegen, sei die systematische Förderung von Führungskräften höchst unterschiedlich: Niedersachsen beschränkt sich auf zwölfwöchige Kurse. In Großbritannien wird ein ganzer Master-Studiengang an der „National School for Leadership in Education“ in Nottingham auf das Fachstudium draufgesattelt. Und auch in Irland gibt es neuerdings ein Aufbaustudium für Schulleiter. „Wenn es diesen Rückhalt schon früher gegeben hätte“, erinnert sich Schulleiter McGorman an seinen Kampf mit dem Erzbischof, „wäre mir manche schlaflose Nacht erspart geblieben.“

Schulische Idealbedingungen konnten die Projektteilnehmer am Tagungsort selbst studieren. Denn das Treffen fand in Izmirs Deutsch-Türkischer Takev-Schule statt. Dort ist Praxis, wovon Schulreformer andernorts oft nur träumen können: Deutsch und Englisch sind neben Türkisch schon für die Erstklässler Unterrichtssprache, Kantinen in den hellen Neubauten ermöglichen Ganztagsunterricht, Naturwissenschafts-, Musik- und Computerräume sind auf dem jüngsten Stand, aber es gibt auch Rückzugsräume und sogar einen Schulpsychologen. Viertklässler rücken zu Betriebsbesichtigungen aus, Zehntklässler lernen ein Spektrum von 15 Berufen in Praktika kennen, Sitzenbleiben gibt es praktisch nicht. „Wir garantieren einen Hochschulübergang für mehr als 90 Prozent unserer Schüler“, sagt Schulleiterin Gönül Ketenci, die ebenso akzentfrei deutsch spricht wie die meisten Schüler. „Unseren Kindern schulden wir das Allerbeste.“

Schuldig ist man es freilich auch den Eltern, die zu 90 Prozent Akademiker sind und an der edlen Takev-Privatschule jährlich 7000 Euro Schulgeld zahlen. Darin ist allerdings auch das Mittagessen ebenso enthalten wie die Schuluniform und der Schulbus, der den Kindern von Izmirs besser gebildeten und besser verdienenden Kreisen den langen Schulweg durch die Millionen-Metropole an der türkischen Ägäisküste erleichtert.

Man darf gespannt sein, ob dieses EU-Projekt Wege findet, um so viel Erfolg auch mit weniger Geld zu erreichen. Die Qualifizierung der Führungskräfte sei zweifellos entscheidend, sagt der Norweger Kore Moum, doch er glaubt nicht an Patentrezepte. „So spannend auch der Vergleich ist – die Verhältnisse sind quer durch Europa zu unterschiedlich, als dass man auf Instantlösungen setzen kann.“

In Izmir wurde mit dem „Networking“ schon begonnen – mit einer Website, die die Repräsentanten der 31 Länder vernetzt. Entwickelt und gewartet wird sie übrigens von Web-Designern in Niedersachsens südafrikanischer Partnerprovinz Eastern Cape. „Das sind echte Profis, kreativ und bezahlbar“, betont Rolf-Peter Berndt. Über die Website hinaus nehmen südafrikanische Partner auch inhaltlich an dem Projekt teil, sagt der weltgewandte Nils-Koordinator – vertreten durch das Schulministerium, das in der Ostkap-Provinz rund 7000 Schulen verwaltet. „Bei unserem nächsten Treffen wird auch Mahlubandile Qwase, der Bildungsminister von Eastern Cape, dabei sein.“

Ein **Video** zum Thema HAZ.de

In der EU oft nur ein Traum, in der Türkei mancherorts Realität: Die Privatschule Takev ebnet ihren Schülern von kleinauf Wege zu höherer Bildung.

NACHGEFRAGT

## „Eine Chance für die Schulen“

Elisabeth Heister-Neumann, Kultusministerin

**Niedersachsen hat die Federführung des größten EU-Bildungsnetzwerks. Welche Bedeutung messen Sie dessen Thema „Leadership in Education“ zu?**
Ich bin stolz darauf, dass die Projektkoordination für dieses Vorhaben Niedersachsen zugesprochen wurde. Niedersachsen wird nach meiner Einschätzung von diesem europäischen Netzwerk bei der Weiterentwicklung eines Qualifizierungskonzepts für Schulleitungen auch selbst erheblich profitieren.

**Niedersächsische Schulleiter werden bislang in Zwölf-Wochen-Kursen auf ihre Führungsaufgabe vorbereitet. Ist das ausreichend?**
Inzwischen haben mehr als zwei Drittel aller Schulleiterinnen und Schulleiter in Niedersachsen das Qualifizierungsangebot angenommen. Die Rückmeldungen sind positiv. Dennoch wollen wir unser Angebot weiterentwickeln. Wir denken beispielsweise an eine maßgeschneiderte Personalentwicklung für unsere Führungskräfte. Dabei verspreche ich mir von dem EU-Projekt weitere Anregungen aus dem internationalen Umfeld.

**Welche Rolle kann bei ihren Reformvorhaben die geplante Führungsakademie spielen, und wer wird federführend mit deren Aufbau betraut?**
Für die eigenverantwortlichen Schulen in Niedersachsen brauchen wir qualifiziertes Führungspersonal. Außerdem gilt es, Lehrkräfte für die Schulleitertätigkeit zu begeistern – also Führungsnachwuchs zu gewinnen. Diesen Herausforderungen stellen wir uns, und wir haben die Einrichtung einer Führungskräfteakademie in die Koalitionsvereinbarung aufgenommen. Zurzeit erarbeiten wir ein Konzept für eine solche Akademie.

Interview: Daniel Alexander Schacht

# Die große Angst vor der Verwaltungsarbeit

VON SASKIA DÖHNER

**Hannover.** Wöchentlich unterrichtet Heidi Gatz 19 Stunden. Und mindestens doppelt so viel Zeit verbringt die Leiterin der Grundschule Himbergen in der niedersächsischen Samtgemeinde Bad Bevensen unweit von Uelzen mit Verwaltungsarbeit. Formulare ausfüllen, klemmende Fenster und Tafeln kontrollieren, die Besoldung von Vertretungslehrern und pädagogischen Mitarbeitern festlegen, Konzepte entwerfen. Ob an einer kleinen Grundschule mit 185 Schülern oder einem großen Gymnasium mit mehr als 1200 Schülern: Landauf, landab stöhnen Schulleiter über einen wachsenden Berg von Bürokratie. Viele fühlen sich der Arbeit nicht mehr gewachsen, werden krank und leiden am Burn-out-Syndrom. Hunderte haben in den vergangenen Monaten Überlastungsanzeigen eingereicht. Für viele Posten gerade an kleinen Grundschulen finden sich keine Bewerber.

Die Eigenverantwortliche Schule hat den Rektoren mehr Freiheit, aber auch mehr Arbeit gebracht. Und von der Landesregierung komme nicht genügend Hilfe, kritisieren Lehrerverbände und Oppositionsvertreter. Durch die Ausdünnung der Landesschulbehörde fehlten die notwendigen Berater, sagt SPD-Bildungsexpertin Frauke Heiligenstadt. Immer wieder haben sich in jüngster Zeit Schulleiter beschwert, dass sie die Mitarbeiter in der Landesschulbehörde kaum oder gar nicht erreichen. Während die Leiter kleiner Schulen sich darüber beklagen, dass sie zu viel unterrichten müssen, sehen sich die Leiter großer Schulen einer Flut von Verwaltungsaufgaben gegenüber.

> „Irgendwann will keiner mehr Schulleiter sein“

Die lange versprochene Arbeitszeitverordnung für Schulleiter liege immer noch nicht vor, moniert Ina Korter, Bildungsexpertin der Grünen. Es sei wichtig, die Kernaufgaben eines Schulleiters festzulegen. Für besondere Belastungen, etwa die Führung einer Ganztagsschule, müsse es auch besondere Zuschläge geben. „Warum sollen sich große Schulen keine Geschäftsführer leisten?“, fragt sie. Heidrun Korsch, Vorsitzende der Direktorenvereinigung, fordert seit Langem zusätzliche Verwaltungskräfte für die Schulen. Aber gerade Leiter kleiner Grundschulen wie Heidi Gatz können davon nur träumen. Sie sind schon froh, wenn sie für wenige Stunden am Tag eine Sekretärin zur Verfügung haben.

„Schulleiter müssen immer noch zu viel unterrichten, das hat sich nicht geändert“, sagt Helga Akkermann, Vorsitzende des niedersächsischen Schulleitungsverbandes. Wie Korsch mahnt auch sie Assistenzpersonal an. Die Qualifizierungskurse für Schulleiter würden gut angenommen, meint sie. Allerdings müsse die systematische Einbindung besser werden. Und da sei die Führungsakademie für Schulleiter überfällig. „Davon hört man gar nichts mehr“, sagt sie ungeduldig. Auch SPD und Grüne mahnen schon seit Monaten die Führungsakademie an: „Lange versprochen, aber immer noch nicht realisiert“, schimpft Heiligenstadt.

Es sei zwar gut, dass die Schulen jetzt selbst darüber entscheiden, welche Lehrer sie einstellen, lobt Akkermann. Aber schlecht sei, dass an den Schulleitern auch alle anderen bürokratischen Prozeduren hängen blieben. Vom Einstellungsgespräch bis zum Dienstbeginn vergehe viel zu viel Zeit. In Zeiten großen Lehrermangels müssen Schulleiter zu Improvisationskünstlern werden. Wenn die neuen Lehrer nicht zum neuen Schuljahr im August kommen, sondern erst zum 1. November, müssen sich die Schulen mit Übergangslösungen behelfen. Für jeden Lehrer, der später kommt, gibt es vom Land als Überbrückungsgeld 5000 Euro. Aber damit ist noch kein Ersatzlehrer für die jeweilige Schule gewonnen.

„Der Beruf muss erst wieder attraktiv werden“, sagt Akkermann, „aber das ist am Horizont noch nicht in Sicht.“ Doch Eile sei geboten: „Sonst wird es irgendwann niemanden mehr geben, der Schulleiter werden will.“

# Die Mullahs drohen der Opposition

## Nach der Freitagspredigt Ali Chameneis steht fest: Der iranische Revolutionsführer steht klar hinter Ahmadinedschad – und wird die Proteste nicht mehr lange tolerieren

VON KARIM EL-GAWHARY

Schlägt er um sich, weil er in der Ecke steht, oder redet er voller Selbstvertrauen und einem Gefühl der Stärke?“ Das war die Frage, die sich viele Iraner nach der Predigt des Revolutionsführers Ali Chamenei beim zentralen Freitagsgebet in Teheran stellten. Denn wer gehofft hatte, dass Chamenei einen Ausgleich zwischen Opposition und Regierung suchen oder gar eine Kehrtwende in Richtung Neuwahlen einschlagen würde, wurde eines Besseren belehrt.

Der Mann, der im Iran bislang stets das letzte Wort hat, setzte sein ganzes Gewicht zugunsten von Mahmud Ahmadinedschad ein, auch wenn er ihn zwischendrin ebenfalls kurz für seine persönlichen Angriffe im Wahlkampf gegen andere iranische Politiker wie Ayatollah Rafsandschani kritisierte.

Chamenei wies den Oppositionsvorwurf der Wahlmanipulation zurück. Und er verband dies mit Drohungen gegen die Opposition: Wenn diese weiter auf den Straßen protestiere, trage sie die vollen Konsequenzen. Es gebe Politiker, erklärte er, die das Volk beeinflussten und „extremistisch“ handelten. Dieser „Extremismus“ werde an einem Punkt enden, an dem es kein Zurück mehr gebe. Die betreffenden Politiker seien dann selbst Schuld „an Blut, Gewalt und Chaos“, sagte Chamenei. Er werde „der Straße nicht weichen“, sagte er während der Predigt, der auch Ahmadinedschad beiwohnte. „Wenn sie weitermachen, werde ich mit ihnen ein offenes Wort haben“, warnte er, während Zehntausende in der und um die Freitagsmoschee in Teheran skandierten: „Wir warten auf deine Befehle.“

Einen großen Teil seiner fast zweistündigen Rede verwendete Chamenei darauf, die hohe Wahlbeteiligung von 85 Prozent als ein Vertrauensbeweis in die Islamische Republik zu beschreiben. „Wenn die Menschen sich nicht frei fühlen würden, würden sie nicht wählen gehen. Damit haben sie ihr Vertrauen in das Islamische Establishment gesetzt.“

Der Revolutionsführer betonte, dass alle vier Präsidentschaftskandidaten trotz ihrer Unterschiede dem islamischen Establishment angehörten. Ausländische Medien versuchten das Ganze als einen Kampf gegen dieses Establishment darzustellen. Doch in Wirklichkeit gebe es nur Meinungsunterschiede innerhalb der iranischen Führungsriege.

Schwarz gegen Grün: Regimetreue Teheraner mit dem Bildnis Chameneis. dpa

Kein Wort verlor Chamenei darüber, dass sich viele Iraner nach ihrer Begeisterung für die Wahlen am Ende um ihre Stimme betrogen fühlten. Zwar stellte er der Opposition anheim, auf legalem Wege Beschwerde gegen das Ergebnis einzureichen. Zweifel an den offiziellen Ergebnissen und der Wiederwahl Ahmadinedschads könnten und müssten auf juristischem Wege untersucht werden.

Aber er machte keinen Hehl daraus, dass ein derartiges Unterfangen angesichts eines Vorsprungs von Ahmadinedschad von elf Millionen Stimmen für das Wahlergebnis folgenlos bleiben werde. „Das islamische Establishment wird niemals Verrat begehen und die Stimmen der Menschen manipulieren“, sagte er. Die Rechtsstrukturen und die Wahlgesetze im Iran erlaubten keinen Wahlbetrug.

Seine einschüchternde Botschaft war deutlich: Jeder Angriff auf Ahmadinedschad ist eine Attacke gegen Chamenei als Revolutionsführer und damit gegen die Islamische Republik Iran – bis hierher und nicht weiter. Denn zwischen den Zeilen war klar herauszuhören: „Hier geht es nicht um Ahmadinedschad, hier geht es um mich und unser islamisches System“.

Schon vor Chameneis Predigt war freilich klar: Die Oppositionsbewegung gewinnt täglich an Schwung. Bei den jüngsten Demonstrationen wurden auch viele Frauen in schwarzen Tschadors gesichtet. Das ist ein klares Zeichen dafür, dass die konservativen Reihen langsam aufweichen. Ganz zu schweigen von dem Machtkampf der Mullahs hinter den Kulissen.

Die Regierung hat bisher keine klare Antwort auf die neue Herausforderung gefunden. Zehntausende gehen trotz aller Drohungen jeden Tag auf die Straße. Die Führung versucht es mit Einschüchterung, lässt die Demonstranten auf dem Heimweg von staatlichen Schlägern verprügeln oder schickt ihre berüchtigten Basiji-Milizen nachts aus, um im ganzen Land Studentenwohnheime zu überfallen. Nachts werden auch Oppositionelle von der Polizei zu Hause abgeholt. Doch all das nützt nichts: Am nächsten Tag gehen noch mehr Menschen auf die Straße.

Bisher zögern die iranischen Machthaber mit dem ganzen Repressionsapparat gegen eine der großen Demonstrationen vorzugehen und ein Massaker anzurichten, um den Protest zu beenden. Und sie haben es bisher noch nicht gewagt, die Köpfe der Oppositionsbewegung zu verhaften. Vielleicht auch, weil sie Angst haben, dass dann, ohne politische Führung bei der Opposition ein unkontrolliertes Chaos ausbricht. Doch die scharfe Rede Chameneis lässt ahnen, dass Geduld und Toleranz der Mullahs gegenüber der Opposition nicht unerschöpflich sind.

### Unfreiwilliger Abschied aus Teheran

Grün, Grün überall Grün – wohin die iranische Führung blickt, leuchtet ihr die Farbe der Oppositionsbewegung entgegen. So war es am Tag meines Abflugs aus Teheran. Mein zehntägiges Visum war, wie das vieler Kollegen, abgelaufen. Bitten um Verlängerung waren erst stets zurückgewiesen worden. Dann schickte das Informationsministerium noch eine klare Direktive desselben Inhalts: Für alle ausländischen Journalisten, hieß es da, seien Aufenthaltsverlängerungen ausgeschlossen – ein eleganter Weg, um uns loszuwerden. So lichteten sich die Reihen der ausländischen Berichterstatter sichtlich, zurück blieben nur jene wenigen ausländischen Journalisten, die ein Dauervisum haben. Mit einem immer wieder abgeschalteten Handynetz, einem oft nicht funktionierenden Internet und dem Versuch, die ausländischen Journalisten von der Straße fernzuhalten, war es fast unmöglich geworden, ernsthaft aus Teheran zu berichten. KARIM EL-GAWHARY

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# “We owe our kids the very best.”

On the initiative of Lower Saxony, 31 European countries are cooperating to set up better school management – but here at home there are still snags

*by Daniel Alexander Schacht*

**Izmir.** Courage was the first thing Enda McGorman needed when he became a head teacher in Dublin. Ireland, “the Celtic Tiger”, was attracting twice as many (im)migrant children as schools like McGorman’s Catholic denominational school could take. The archbishop ordered that Catholic children should simply be given priority. “(Im)migrants, Protestants, Moslems would have been given no chance at all”, says McGorman. “I didn’t want that to happen.” His struggle against denominational selection made him the object of disciplinary procedures, talkshow batterings, and parliamentary debates. But, in the end, he pushed through his multicultural school. Now the happy faces of the kids, European, African and Asian, bear witness to the diversity of the younger generations in Europe.

When head teacher Hacan Öztürk saw his vocational school in Izmir/Turkey burn down to the foundations, he was consequently able to prove what good networking can do: in less than six months the school was rebuilt, resplendent in its old glory, with the support of partners in industry who were almost all graduates of the Mihatpascha School – the model for all vocational schools in Turkey.

**Success with good ideas – and with good financing: School Head Gönül Ketenci**

When Kore Moum became a head teacher in Trondheim/Norway, he demonstrated how reform ideas for schools can catch on internationally. He introduced vertical grouping (overlap-age classes), in which the stronger pupils progress swiftly and the challenged ones have more time to do their work – a model he got to know about at the Glocksee School in Hannover through an EU network.

There are fascinating examples of successful schools all over Europe – and many of these were on show on Izmir, where the partners of an EU project were meeting that not only includes all 27 member states, but also welcomes active representatives from Switzerland, Russia, Norway, South Africa and Turkey. The project is entitled “The Making of: Leadership in Education” and is coordinated by NiLS, the Lower Saxony Institute for Teacher Education and School Development.

“An OECD report has shown us how important school heads are for the success of reforms – and the EU Commission is now finally placing much higher value on better management in education with its financial support for our project”, says NiLS Project Coordinator Rolf-Peter Berndt. “We want to collate Europe’s knowledge on this topic, because only an international comparison can clearly show us our weaknesses, but also our strengths.”

Alone the successes in Dublin, Izmir and Trondheim reveal that networking outside school, team building inside school and virtues like communicative competence, straightforwardness and openness all play a very important role. It has also become apparent in the first reports from participating countries that even charismatic school heads are not able to compensate for deficits in school organization. “It is disconcerting that, in most countries, school management means really hard work, the assumption of responsibility and a high load of administrative work – but little recognition and respect”, says Prof. Lejf Moos from the Danish University of Aarhus, who is an academic consultant for the project. “Almost no-one really likes becoming a head teacher”. And, while in all countries the expectations of the politicians and of society regarding school are increasing, the systematic further training and support of head teachers is very different: Lower Saxony restricts itself to three-month courses. In Great Britain there is a Master degree programme at “The National School for Leadership in Education” in Nottingham that builds upon the first specialist subject degree. In Ireland, too, a further course of study for head teachers has recently been introduced. “If this support had existed earlier”, says Head Teacher Enda McGorman , thinking back to his struggle with the archbishop , “I would have been spared so many sleepless nights.”

The conference location at Izmir’s Turko-German Takev School offered the participants the opportunity to study ideal conditions in schools. What school reformers often dream of elsewhere is daily practice there: in addition to Turkish, English and German are classroom languages for even the very young, school canteens in the airy buildings make all-day school possible, the rooms for the Natural Sciences, Music and Information Sciences are all cutting-edge, but there are rooms for the pupils to retreat and even a school psychologist. Eleven-year-olds go off to visit industrial firms, sixteen-year-olds are brought up to speed on 15 different vocations in periods of practical work and staying down a class is practically unknown. “We guarantee the transfer to higher education for more than 90% of our young people”, says School Head Gönül Ketenci, who speaks German, like most of her pupils, with virtually no accent. “We owe our kids the very best”.

The school owes this no less to the parents who are 90% academics and pay 7,000 euros annually in school fees to send their children to the Takev private school. This sum includes lunch, school uniform and the school buses which make the journey to school for these children of Izmir’s more educated and higher-earning circles through the packed streets of the metropolis on the Aegean coast easier.

It will be interesting to see how this EU project finds ways of achieving such successes with less money available. The qualification of school heads is without a doubt decisive, says Kore Moum from Norway, but he doesn’t believe in patent remedies. “As fascinating as the comparative study is – conditions are too different all over Europe to find instant solutions.”

Networking started in Izmir with the setting-up of the website for the 31 countries participating. It will be developed and kept up-and-running by web designers from Lower Saxony’s South African partner province, Eastern Cape, who Rolf-Peter Berndt pointedly describes as “real professionals, creative and affordable.” Above and beyond the website, the South African partners are participating in the project on the content side, says the cosmopolitan NiLS project coordinator, inasmuch as representatives from the Ministry of Education, administering 7,000 schools in the Eastern Cape Province, will be taking part. “The Eastern Cape Minister of Education, the Honourable Mahlubandile Qwase, will be joining us for our next meeting.”

**Often a dream in the EU, in Turkey partly reality: The Takev private school offers great opportunities to its pupils from an early age to go on to Higher Education.**

**FOLLOW-UP**

## “An Opportunity for Schools”

Elisabeth Heister-Neumann, Minister of Education

**Lower Saxony is managing the biggest EU educational network. How important do you think the topic of “Leadership in Education” is?**

I am very proud that Lower Saxony was able to acquire the coordination of this project. We will profit considerably ourselves, in my opinion, from this European network in the development of a qualification concept for head teachers.

**Head teachers in Lower Saxony are currently prepared for their leadership tasks in three-month courses. Is that sufficient?**

In the meantime two thirds of all Lower Saxony’s head teachers have taken part in the qualification programme. The feedback is positive. We will, however, carry on developing the course. We are, for example, thinking of tailor-made personnel development for our school heads. I expect to get further ideas from the international scene in the EU project.

**What role will the planned Leadership Academy take in your reform plans, and who will be responsible for setting it up?**

We need qualified leadership teams for the autonomous schools in Lower Saxony. We also need to encourage teachers to take up headships – to bring in new blood for senior posts. We accept this challenge and have included the establishment of a leadership academy in our coalition agreement. At present we are working on the concept for such an academy.

Interview: Daniel Alexander Schacht

**Taken from the Hannoversche Allgemeine Tageszeitung*, 20th June, 2009, page 4.**
***(The Hannover Daily Paper is read over the north of Germany)***