

**E\*N\*I\*R\*D\*M**

**EUROPEAN NETWORK FOR IMPROVING RESEARCH AND  
DEVELOPMENT IN EDUCATIONAL MANAGEMENT**

**A Cross-European Perspective On Training School  
Leaders**

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## 1 Introduction

### 1.1 Goal of the project

ENIRDEM, the *European network for improving research and developing educational management*, celebrates the 10th anniversary in 2001. At this occasion, the board of Enirdem starts a project to deliver a cross-European perspective on training school leaders. In the end this project can lead to the development of a part or some parts of a training program, using examples of good practices. In a first phase of the project, the members of the network were asked to describe a training program by filling in a questionnaire. Questions were raised about characteristics of the programs, about the content and the working methods, and about the effects of the programs and the measurements of these effects.

This report contains this first phase. In this report one can find the results of the questionnaires filled in by 15 participants.

### 1.2 Approach

In order to describe training programs for school managers, about two hundred people – the members of ENIRDEM – were asked to select one – for them good – example of a training program for school leaders; and to describe that training program by filling in a questionnaire. The only criterion the participants have to use, is that the described program must at a minimum last 100 hours.

At the mid of June 2001, fourteen questionnaires were sent in (see table 1). That is about 7% of the population. One participant describes a program of 90 hours. This program is also adopted in the description below.

The selection of the programs is done by the people who fill in the questionnaire. In other words, there are no restrictions, except from the already mentioned criterion that programs must last at a minimum 100 hours.

In order to compare the different programs, a semi-structured questionnaire was developed. Besides closed questions, there was also the possibility to give some additional information and further explanation about certain topics.

After a first elaboration of the data, most of the participants came together to discuss the results. In this discussion, some data were clarified further, some additional information was given, conclusions were formulated, and a next step was prepared.

In this report, the data will present in two ways. First of all, the different programs were – short – described, one by one. This vertical analysis is done in order to give some information about the programs and some background for the next analysis. So, not all characteristics of the program are described in this horizontal analysis. In the vertical analysis a comparative description of the different programs will be made; different characteristics of the programs were mentioned and compared all over the programs.

## 2 Horizontal analysis

Table 1 gives an overview of the different programs. Indicated is the country (with abbreviation), the name of the program, and the institute(s) who deliver the program. As can be noticed in table 1, there are some countries that are represented twice: Czech Republic, Poland and Sweden.

**Table 1: participating countries, name of the program, institute.**

| Nr | Country and Abbreviation | 3 Name of the program  | Institute   |
|----|--------------------------|--|---|
| 1  | Belgium B                | Basisopleiding Schoolbeheer (Schoolmanagement)                   | Centre for Andragogy, University of Antwerp   |
| 2  | Bulgaria BUL             | Schoolmanagement Basis   | Department of In-service Training of Teachers, Sofia University   |
| 3  | Czech Republic CZ1       | Schoolmanagement   | Dept. of Educational Sciences, Faculty of Arts, Masaryk University, Brno  |
| 4  | Czech Republic CZ2       | Further education of principals of primary and secondary schools | Dept. of further education (professional association)?  |
| 5  | Finland FIN              | Educational Leadership   | Centre for Continuing Education and Inservice training, Unit of Ostrobothnia, Abo Academi University                  |
| 6  | Iceland IS               | Administration of schools  | Iceland University of Education   |
| 7  | Ireland IRL              | Diploma in Management in Education                               | Drumcondra Education Centre + Trinity college, Dublin   |
| 8  | Latvia LV                | Effective School Management                                      | Riga Teacher In-service Training Centre   |
| 9  | Norway N                 | Schoolleadership – first unit                                    | Dep. Of Teacher Education and School Development, University of Oslo  |
| 10 | Netherlands NL           | Magistrum - Training for Schoolleader primary Education          | Fontys Teacher Training Institutes in co-operation with 11 other Teacher Training Institutes and a Pedagogical centre |
| 11 | Poland PL1               | School Principal Education management course                     | Ministry of Education, to be used by Teacher-in-service training centres  |
| 12 | Poland PL2               | Educational management   | Dept. Of Educational Management, Jagiellonian University  |
| 13 | Sweden S1                | National Head teacher training program                           | Centre for School management training, Uppsala University   |
| 14 | Sweden S2                | The school leader program  | Dalarna University  |
| 15 | Slovenia SLO             | Headship licence program   | National Leadership School  |

After this first introduction of the participating countries follows a short description of each program. Indicated are, among other characteristics:

- ☐ the preservice or inservice character of the program,
- ☐ the duration and the amount of time to spend at the program,
- ☐ the general ideas about the content of the program,
- ☐ the most important domain or field,
- ☐ the most important topics in the program,
- ☐ and the most important working methods.

As will be make more clear later, in order to describe the content of programs, we use a distinction in four domains, each domain containing some topics. These four domains are:

- ☐ the organisation and administration of the school,
- ☐ the curriculum and the results of the students in the school,
- ☐ the staff,
- ☐ the strategic policy of the school.

The respondents were asked to indicate if the topics have a place in the program, and also to give some value - on a four-point scale – of the importance of the different topics in the curriculum of the program. There was also the possibility to accomplish the list with not-mentioned topics. So the most important domain is the domain in which the topics receive, on the average, the highest value. The most important topics are the topics that receive a 4 on the four-point scale. In this way, also the most important working methods are distinguished.

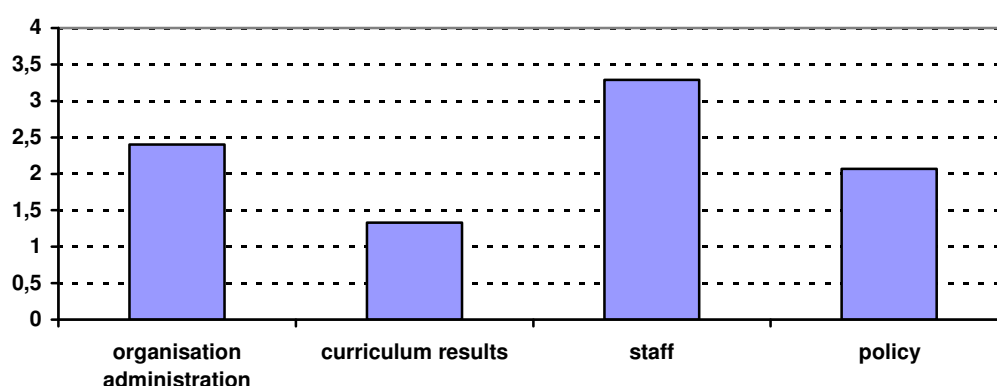
### 3.1 Belgium

This program, delivered by the Centre for Andragogy of the University of Antwerp, is the oldest program in the sample. Since 1971, circa 1500 school leaders have passed this program. It is an in-service training for starting principals and vice-principals in secondary education. It's spread over a two-year. The program lasts 215 hours and is in-service. General ideas about the content of the program are:

- ☐ Delivering a survival kit.
- ☐ Functional opportunity.
- ☐ Professionalisation of the management skills.
- ☐ Creating a network of professional colleagues.

Comparing the different domains of the program, the subject “staff” is seen as the most important.

**Graphic 1. B: Importance of the four domains in the curriculum**



Looking at the different topics that received on a four-point scale a 4, we can say that very important is this program are:

- ☐ Information and communication whiting the school.
- ☐ Educational law.
- ☐ Human resource management.
- ☐ Teambuilding.
- ☐ Education policy of the national government.
- ☐ Education policy of the specific education sector.
- ☐ Transformational leadership.
- ☐ Creating a network of professional colleagues.

As to the working methods, the most important methods are:

- ☐ Lectures.
- ☐ Training of skills.

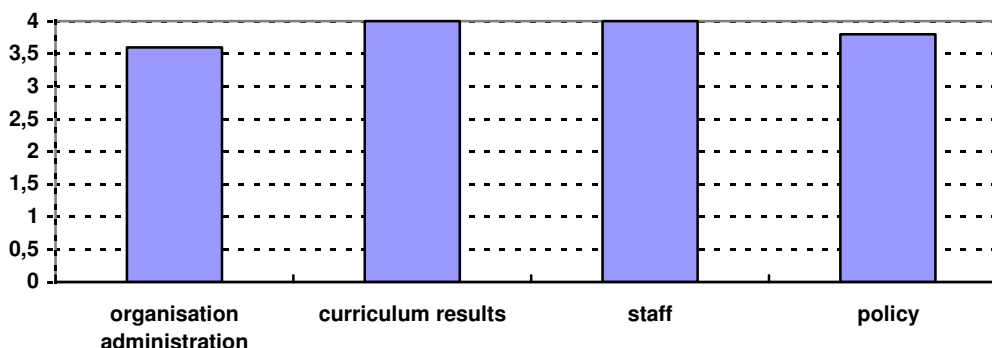
### 3.2 Bulgaria

This program is carried out by the Department of In-service Training of Teachers, Sofia University. Since 1996 more then 340 school managers have passed the program. This in-service training for principals in secondary education last 90 hours, spread over 11 days. Leading ideas about the content of the program are:

- ☐ The school is a place for children.
- ☐ The school is an effective educational organisation.
- ☐ The teacher and the students are partners in the educational process.

Comparing the different domains of the program, the subjects “curriculum/results” and “staff” are the most important subjects.

**Graphic 2. BUL: Importance of the four domains in the curriculum**



Looking at the different topics that received on a four-point scale a 4, a lot of topics were indicated as very important, for example:

- ☐ Decision-making procedures within the school.
- ☐ School finance matters.
- ☐ Establishing priorities for own work.
- ☐ Administrative tasks in relation to staff.
- ☐ Administrative tasks in relation to financial matters.
- ☐ Development of the curriculum/schoolplan.
- ☐ Different areas of the curriculum.
- ☐ Monitor-systems for the results of students.
- ☐ Learning-methods, textbooks and so on.
- ☐ Quality-assurance.
- ☐ Human resource management.
- ☐ Teambuilding.
- ☐ Education policy .
- ☐ Transformational leadership.

The most important working methods are:

- ☐ Lectures.
- ☐ Discussion in small groups.
- ☐ Training of skills.
- ☐ Tests.

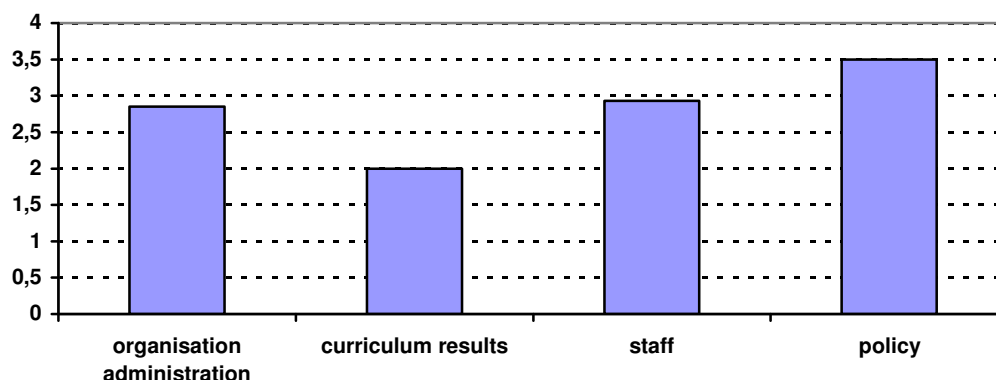
### 3.3 Czech Republic - 1

As can be seen in table 1, there are two programs in the sample, coming from the Czech Republic. This first program, from the Department of Educational Sciences, Faculty of Arts of the Masaryk University at Brno, is an in-service program for a lot of different functions: headteachers, deputy heads, middle school managers in basic and or secondary education; and, occasionally leaders of higher vocational colleges. Started in 1997, 23 school managers passed the program. The program lasts 224 hours, in 24 months. Important ideas about the content of the program are:

- ☐ The school as a learning organisation.
- ☐ Management of quality.
- ☐ The school as a community.

The most important domain is “strategic policy”.

**Graphic 3. CZ 1: Importancy of the four domains in the curriculum**



The most important topics in this program are:

- ☐ School structure and organisation.
- ☐ The culture of school.
- ☐ Strengths and weaknesses of the school.
- ☐ Information and communication within the school.
- ☐ Human resource management.
- ☐ Assessment the strengths and weaknesses of the staff.
- ☐ Teambuilding.
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.
- ☐ Public Relations policy.
- ☐ Working with school governors/schoolboard.
- ☐ Dealing with parents.
- ☐ Working with groups and agencies in the local community.

There are no working methods that received a 4 on a four-pointscale. The most important methods in this program are:

- ☐ Self-assessments.
- ☐ Study of literature.
- ☐ Discussions in the plenary.

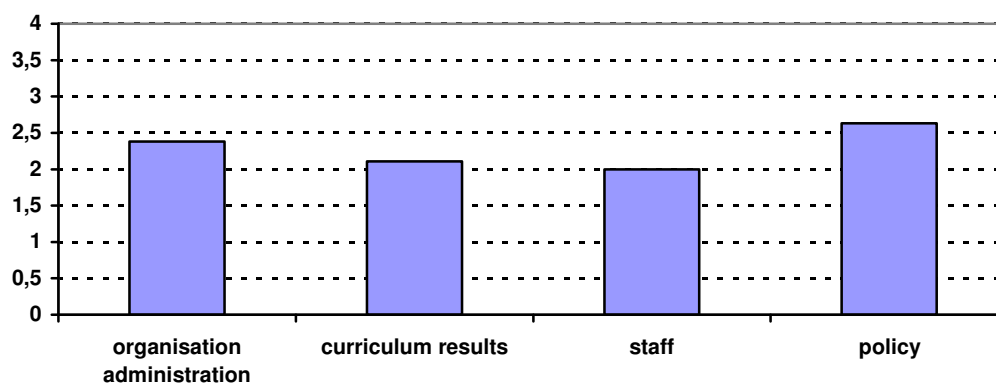
### 3.4 Czech Republic – 2

The second program from the Czech Republic is the only program in the sample under the responsibility of a professional association. It starts in 1996. Since then, 300 students passed this program. It is an in-service program for principals and vice-principals of primary and secondary education. The program lasts 370 hours, in 6 months. The most important ideas about the content of the program are:

- ☐ School management in conditions of change, which is related to reform of public administration.
- ☐ Framework of acceptance of the National program of Education in the Czech Republic.

Also here, as in the case of CZ1, the most important domain is “policy”.

**Graphic 4. CZ 2: Importance of the four domains in the curriculum**



The most important topics are:

- ☐ School structure and organisation.
- ☐ School finance matters.
- ☐ Education policy of the national government.

The most important working method in this program is:

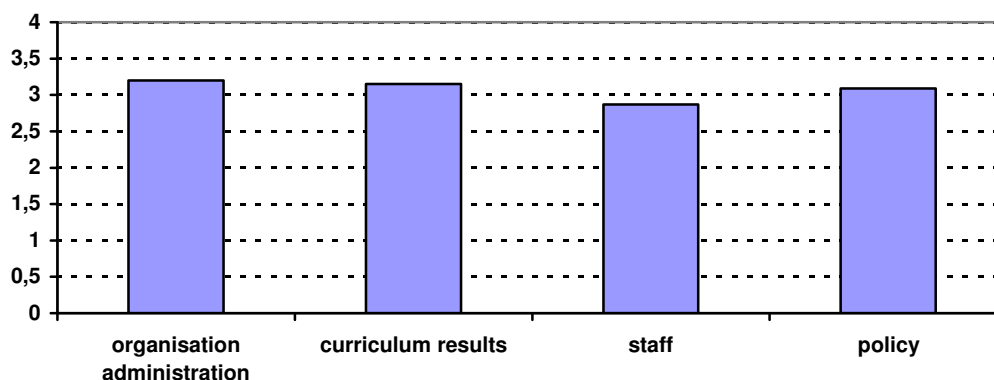
- ☐ Discussions in small groups.

### 3.5 Finland

The Unit of Ostrobothnia from the Abo Academi University organises this pre-service program since 2000. Up till now 20 persons passed the program. The program is for every type of school and educational institute. The duration of the program is about 12 months. The program itself lasts 600 hours and consists of 15 academic credits. General ideas in the program are:

- ☐ The leadership challenge.
- ☐ Investigation the school culture.
- ☐ Professional development as leader and counsellor.
- ☐ Leading school development projects.

**Graphic 5. FIN: Importance of the four domains in the curriculum**



The most important domain is “organisation and administration of the school”.

The most important topics are:

- ☐ School structure and organisation.
- ☐ The culture of school.
- ☐ Information and communication within the school.
- ☐ Consultation procedures within the school.
- ☐ Establishing priorities for own work.
- ☐ Practice in school or administrative offices.
- ☐ Shadowing a principal.
- ☐ Development of the curriculum/schoolplan.
- ☐ Improving curriculum provision and resources.
- ☐ Observing work and processes in the classroom.
- ☐ Coaching teachers on the work in the classroom.
- ☐ Quality-assurance.
- ☐ Schooldevelopment.
- ☐ Human resource management.
- ☐ Team meeting within the school.
- ☐ Professional development and training.
- ☐ Teambuilding.
- ☐ Managing conflicts with staff.
- ☐ Guidance and developing discussions.
- ☐ Education policy of the local government.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.
- ☐ Working with administrators.

As to the working methods, the most important methods are:

- ☐ Self-assessments.
- ☐ Discussion in small groups.
- ☐ Study of literature.
- ☐ Coaching by a supervisor.
- ☐ Shadowing.
- ☐ Practice (10 days).

### **3.6 Iceland**

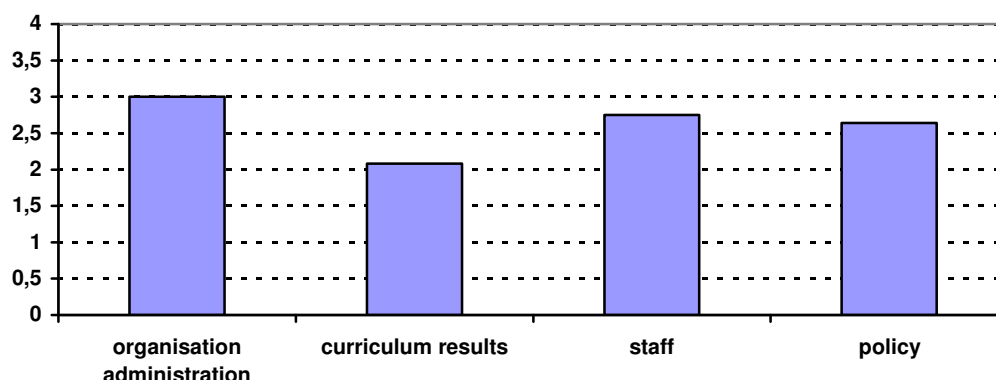
The program, organised by the Iceland University of Education, is a combination of short seminars and distance learning. This program starts in 1988 as a 15 credit program; in 1996 it was expanded up to a 30 credit program. 69 students passed the program (46 with 15 credits, 23 with 30 credits). The courses, although organised in a meaningful whole can also be seen as part one in a M.Ed. or MA program. The program is for principals, vice-principals and middle managers in pre-schools, basic schools and secondary schools. This program is the largest program (1200 hours) and takes a year (on a full time basis) to two years (on a part-time basis). The generic idea behind the program is to combine into a meaningful whole:

- ☐ The leadership role.
- ☐ The school as a learning organisation.
- ☐ Educational improvement.
- ☐ School-based evaluation.

Just as in the case of Finland, the most important domain is “organisation and administration of the school”.



**Graphic 6. IS: Importance of the four domains in the curriculum**



The most important topics (besides the already mentioned) are:

- ☐ School structure and organisation.
- ☐ The culture of school.
- ☐ Strengths and weaknesses of the school.
- ☐ Decision-making procedures within the school.
- ☐ School development.
- ☐ Evaluation.
- ☐ Development of the curriculum/schoolplan.
- ☐ Human resource management.
- ☐ Teambuilding.
- ☐ Education policy of the national government.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.

The most important working-method is the study of literature.

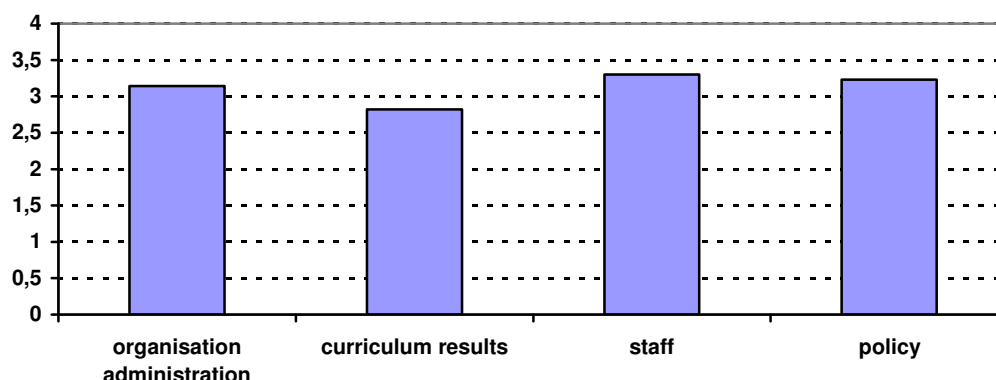
### 3.7 Ireland

This program aims to prepare qualified teachers for positions in management ,and to develop themselves. Since 1988, the year of starting, 540 students passed this program. The program is organised jointly by the Drumcondra Education Centre (a centre for continuing education) and Trinity College in Dublin. The program is open for all qualified teachers in primary and secondary education. The duration of the program is 240 hours. General ideas about the content of the program are that teachers need:

- ☐ to understand general theories of management;
- ☐ to learn skills in research;
- ☐ to require skills and competencies in professional development;
- ☐ to know how to manage change.

“Staff” is in this program the most important domain.

**Graphic 7. IRL: Importance of the four domains in the curriculum**



The most important topics (besides the already mentioned) are:

- ☐ School structure and organisation.
- ☐ The culture of school.
- ☐ Consultation procedures within the school.
- ☐ Decision-making procedures within the school.
- ☐ Establishing priorities for own work.
- ☐ Administrative tasks in relation to staff.
- ☐ Development of the curriculum/schoolplan.
- ☐ Dealing with different teaching styles.
- ☐ Observing work and processes in the classroom.
- ☐ Human resource management.
- ☐ Professional development and training.
- ☐ Managing conflicts with staff.
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.
- ☐ Public Relations policy.
- ☐ Marketing.
- ☐ Developing good professional relationships with other schools.

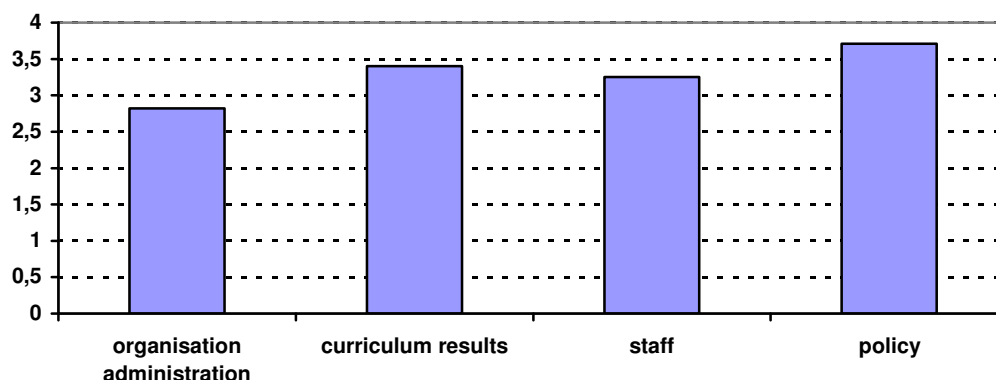
The most important working-methods are: the study of literature and the training of skills.

### **3.8 Latvia**

This program is designed for new school principals and vice-principals, and for those (i.e. teachers) who want in the future to apply for these positions in primary and secondary education. The program starts in 1996; since then 59 students passed the program. The program takes 240 hours, during 12 months. The program is organised by the Riga Teacher-In-Service Training Centre. General ideas about the content of the program are:

The most important domain in this program is “the strategic policy of the school”.

**Graphic 8. LV: Importance of the four domains in the curriculum**



The most important topics are:

- ☐ Information and communication within the school.
- ☐ Decision-making procedures within the school.
- ☐ Administrative tasks in relation to students.
- ☐ Administrative tasks in relation to staff.
- ☐ Democracy in school management.
- ☐ Development of the curriculum/schoolplan.
- ☐ Different areas of the curriculum.
- ☐ Standards of discipline.
- ☐ Managing conflicts with staff.
- ☐ Coping with disaffected teachers.
- ☐ Education policy of the national government.
- ☐ Education policy of the local government.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.
- ☐ Public Relations policy.
- ☐ Project management.

The most important working-methods are: lectures and discussion in small groups.

### 3.9 Norway

In 1992 starts this program. It qualifies for leadership at all levels in the educational system. It aims to give understanding about how leadership, school development and organisational learning interplay in a social and political context. The main focus is on managing change in education, developing professional and creative leadership based on the values stated in the national curriculum. The programme includes 3 one year units (part time) which build on each other. The first unit, which is the one described in the following, builds on the national programme for leadership development in schools (LUI), and may be seen as a basic course for school leaders. The program, organised by the Department of Teacher Education and School Development, University of Oslo, is open for principals, vice-principals, teachers in primary and secondary education, and also for leaders and counsellors at municipal level. So it is in-service for the principals and vice-principals, preservice for the teachers who want to become principal. The program lasts 340 hours during 12 months. Since the start of the program, 288 (unit 1); 224 (unit 2) and 45 (unit 3) students passed the program.

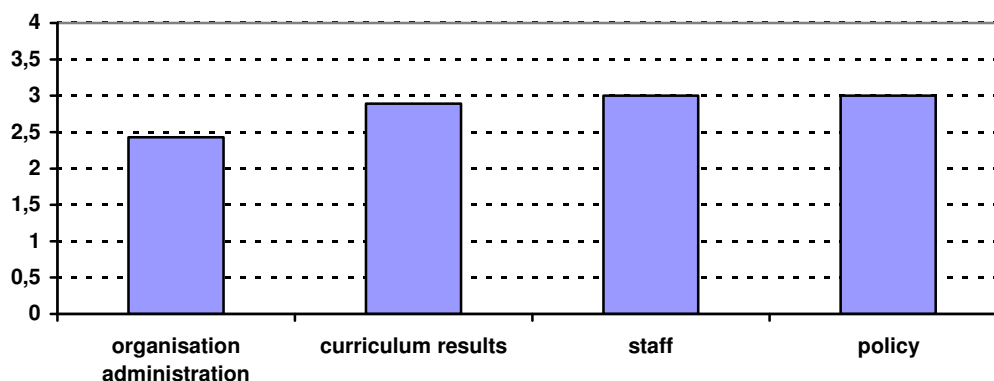
General ideas about the content of the program are:

- ☐ Different ideas and concepts in relation to organisation and leadership.
- ☐ The national curriculum as basis for school development.

- ☐ Understanding the school's culture and strategies for change.
- ☐ Evaluation as the basis for leadership and development.

The most important domains in this program are “staff” and “the strategic policy of the school”.

**Graphic 9. N: Importance of the four domains in the curriculum**



The most important topics are:

- ☐ The culture of school.
- ☐ Development of the curriculum/schoolplan.
- ☐ Quality-assurance.
- ☐ Professional development and training.
- ☐ Teambuilding.
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ Education policy of the national government.
- ☐ Education policy of the local government.
- ☐ Implementing new ideas and innovations.
- ☐ Dealing with parents.

The most important working-methods are:

- ☐ Self-assessments.
- ☐ Lectures.
- ☐ Discussion in small groups.
- ☐ Training of skills.
- ☐ Problem based approach to learning, based on real problems from student's work.
- ☐ Portfolio assessment.
- ☐ ICT-based counselling , communication and information.

### 3.10 The Netherlands

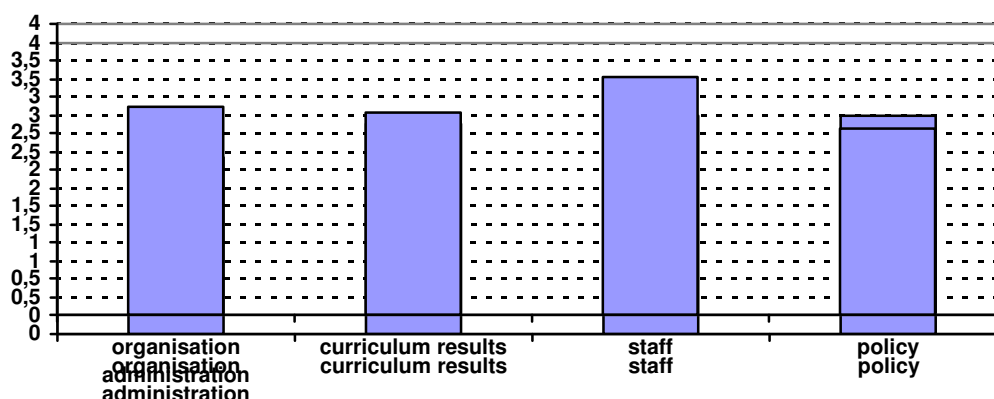
This program is an in-service program for principals of schools for primary education. The program is organised since 1994 by the Training Centre for Schoolmanagement of the Fontys University of professional education, in co-operation with all Catholic teacher-training institutes for primary education, and a Pedagogical Centre. The program of two years lasts 680 hours and give attention to all important aspects of leadership and management. About 900 students passed the program. A special feature is that the schoolboards of the participating principals receive so called “replacement-money” (from the government), by which it is possible (not obliged) to pay a part of the substitute for the absent principal. General ideas about the content of the program are:

- ☐ Integral leadership (aiming at the integration of the different aspects of leadership and management from an integral vision).
- ☐ Transformational leadership.

- ☐ The schoolleader as a reflective practitioner.

“Staff” is the most important domain in the program.

Graphic 10. NI: Importancy of the four domains in the curriculum  
Graphic 9. N: Importancy of the four domains in the curriculum



The most important topics are:

- ☐ School structure and organisation.
- ☐ The culture of school.
- ☐ Strengths and weaknesses of the school.
- ☐ Coaching teachers on the work in the classroom.
- ☐ Quality-assurance.
- ☐ Human resource management.
- ☐ Team meeting within the school.
- ☐ Professional development and training.
- ☐ Teacher moral and commitment.
- ☐ Teambuilding.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.

The most important working-methods are:

- ☐ Discussion in small groups.
- ☐ Training of skills.
- ☐ Application in a work-setting.
- ☐ Intervision<sup>1</sup>.

### 3.11 Poland - 1

This questionnaire forms an exception, in the sense that it is not describing a concrete, specific program. The questionnaire describes the training programme issued by the Ministry of Education and delivered by different in service training centres in Poland. In the year 1999 the Polish Ministry of Education passed the law in which training for principal and vice-principal of all types of schools as well as kindergartens was made compulsory. The deadline to complete the training for those already appointed for the principal and vice-principal position is January the 1, 2002. Together with that decision Ministry of Education issued a very precise training. That programme was made compulsory to public and non-public teacher in-service training centres traditionally involved in principal training,

<sup>1</sup> In intervision peers learn from questions and situations from the daily practice. In small groups, participants bring in cases, in order to analyse how a participant is handling this situations, what are his/her habits, blind spots and so on. By way of feedback, questions, suggestions, the peer helps each other to learn from the situation.

but not to universities and higher education institutions which take advantage out of the greater scope of autonomy. Teachers who want to apply for the principal position after 1 January 2002 had to complete that training as well. Universities and higher education institutions created their own training programmes.

At this moment the programs are usually in-service, but from next year on, the programs will be pre-service. The programs last 220 hours, in 8 to 14 months. General ideas about the content of the program are:

- ☐ Quality .
- ☐ The schoolleader as a reflective practitioner.

Because the questionnaire describes not a specific program, but give some general information, it is not possible to indicate the most important domains and topics. Indicated is that most of the topics, mentioned in the questionnaire have a place in the programs.

The same is true for the working-methods. Indicated is that lectures, discussion in small groups, training of skills, study of literature, written assignments and activating methods are used.

### 3.12 Poland - 2

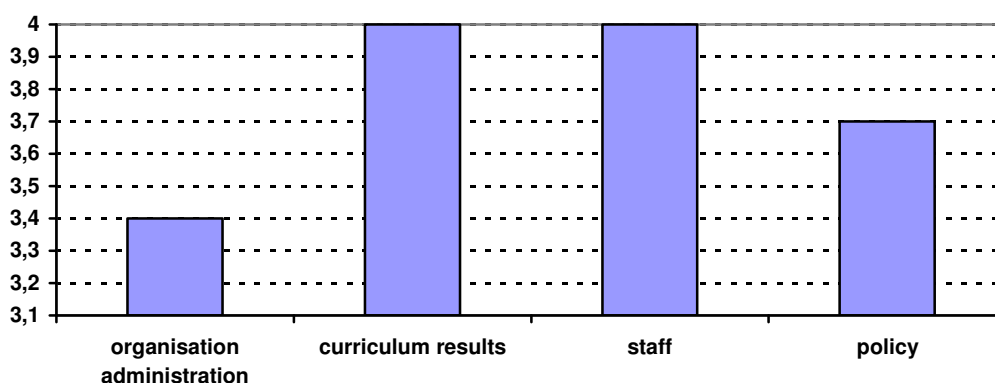
The second case form Poland is the description of an educational management course for heads, deputies, and teachers, from primary, secondary and pre-school, who are interested in school development for pupil centred education and values the participation of parents in school life. The program is organised by the Educational management department of the Jagiellonian University since 1997. Since then, 56 students passed the program. The program is not compulsory but may be chosen to acquire qualifications for principals and vice-principals which are required by the Ministry.

In this program, the general ideas about the content of the program are:

- ☐ School as a learning organisation.
- ☐ Participation of pupils, teachers and parents in school process.

“Staff” and “Curriculum and the results of the students” are the most important domains in the program.

Graphic 11. POL 2: Importance of the four domains in the curriculum



The most important topics are:

- ☐ The culture of school.
- ☐ Strengths and weaknesses of the school.
- ☐ Information and communication within the school.
- ☐ Consultation procedures within the school.
- ☐ Decision-making procedures within the school.
- ☐ Development of the curriculum/schoolplan.
- ☐ Different areas of the curriculum.
- ☐ Pastoral care.

- ☐ Observing work and processes in the classroom.
- ☐ Coaching teachers on the work in the classroom.
- ☐ Quality-assurance.
- ☐ Team meeting within the school.
- ☐ Professional development and training.
- ☐ Teacher moral and commitment.
- ☐ Teambuilding.
- ☐ Managing conflicts with staff.
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.
- ☐ Developing good professional relationships with other schools.
- ☐ Working with administrators.
- ☐ Dealing with parents.
- ☐ Working with groups and agencies in the local community.

The most important working-methods are:

- ☐ Discussion in small groups.
- ☐ Application in a work-setting.
- ☐ Coaching by supervisor.
- ☐ Coaching by peers.

### **3.13 Sweden –1**

This program is organised by the centre for Schoolmanagement Training of the Uppsala University. The responsibility for the programme lies with the National Agency for Education. The programme is financed by state grants and today run by departments within six Universities. The Centre for School management Training at Uppsala University is responsible for the training in six counties in the middle of Sweden. The program starts in 1992 and 650 students passed since then the program.

The programme is based on a holistic view of the school and the role of the head-teacher in which the organisation of the school, its relationship with local community and knowledge of school conditions constitute important elements. The purpose of the training of head-teachers is to deepen their knowledge and increase their understanding of the national goals of the school and the role of school in society. The training is based on a view of leadership that will promote a working climate inspired by democratic values, learning and communication. The training focus on the head-teachers knowledge of the role of leadership in a school system managed by objectives and results, as well as their ability to plan, implement, evaluate and develop educational activities. The emphasis on management by objectives also means that an important part of the training is to help the head to build and clarify his/her own ideological platform as well as to be aware and confident in his/her own interpretation of national values and goals. The present training goals are grouped into four main areas:

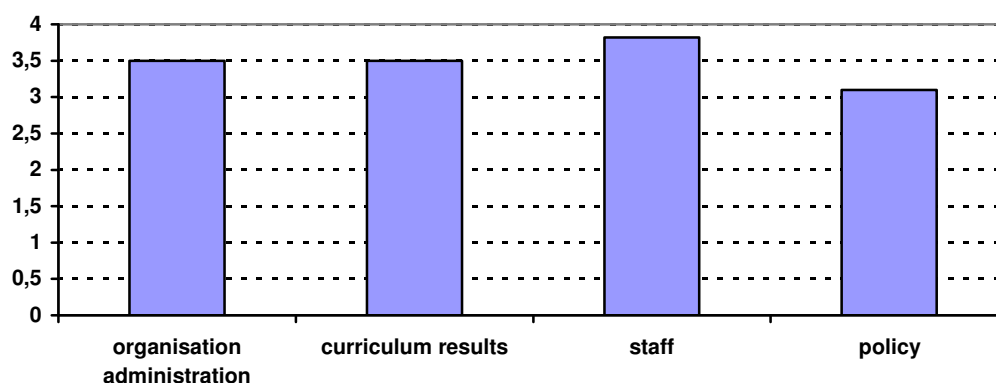
- ☐ School goals.
- ☐ School management.
- ☐ Development of educational activities.
- ☐ Follow-up and evaluation.

In this program, the general ideas about the content of the program are:

- ☐ Reflection, critically processing information a problem solving, related to own experiences and concepts and theoretical modules from relevant research and theory.
- ☐ School as a learning organisation.
- ☐ Balance between theory and practice.
- ☐ The educator/trainer as a model for leadership.

In this program, “staff” is the most important domain

**Graphic 12. SW 1: Importance of the four domains in the curriculum**



The most important topics are:

- ☐ The culture of school.
- ☐ Strengths and weaknesses of the school.
- ☐ Information and communication within the school.
- ☐ Consultation procedures within the school.
- ☐ Establishing priorities for own work.
- ☐ Time management.
- ☐ Development of the curriculum/schoolplan.
- ☐ Pastoral care.
- ☐ Observing work and processes in the classroom.
- ☐ Coaching teachers on the work in the classroom.
- ☐ Quality-assurance.
- ☐ Human resource management.
- ☐ Team meeting within the school.
- ☐ Assessment the strengths and weaknesses of the staff.
- ☐ Professional development and training.
- ☐ Teacher moral and commitment.
- ☐ Teambuilding.
- ☐ Managing conflicts with staff.
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ Attracting applicants for teaching positions.
- ☐ Financial or administrative restrictions of teacher recruitment.
- ☐ Non-teaching duties of teachers.
- ☐ Education policy of the national government.
- ☐ School vision.
- ☐ Strategic policy for the school.
- ☐ Implementing new ideas and innovations.

The most important working-methods are:

- ☐ Self-assessments.
- ☐ Training of skills.
- ☐ Application in a work setting.
- ☐ Coaching by supervisor.



### 3.14 Sweden –2

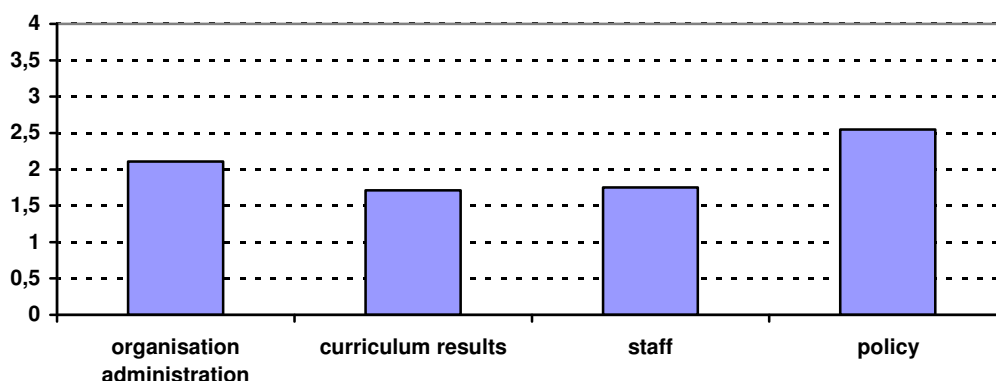
This program, organised by the Dalarna University, is designed for all leading functions in organisations with educational tasks. It starts in 1989. About 200 students passed the program. For the students who are already school leader, the program is in-service, for the other pre-service. The four-semester program, taking 24 months, is organised as distance learning. As far as students attends lectures and seminars at the university, it lasts 130 hours, spend on Friday afternoon and Saturday-morning. Between the meetings they study by their owns, having contact via ICT with the teacher and do compulsory individual projects at their working place. There are some frames, within the students can create their individual study plan. This individual character of the program affects of course the degree of importance of the different topics.

General ideas about the content of the program are:

- ☐ School as a learning organisation.
- ☐ The school leader official (political) commission.
- ☐ The school leader as a leader (personal leadership).

As most important domain is indicated “strategic policy”.

Graphic 13. SW 2: Importancy of the four domains in the curriculum



And the most important topics are:

- ☐ The culture of school.
- ☐ Education policy of the national government.
- ☐ Implementing new ideas and innovations.

The most important working method is the use of individual written exercises.

### 3.15 Slovenia

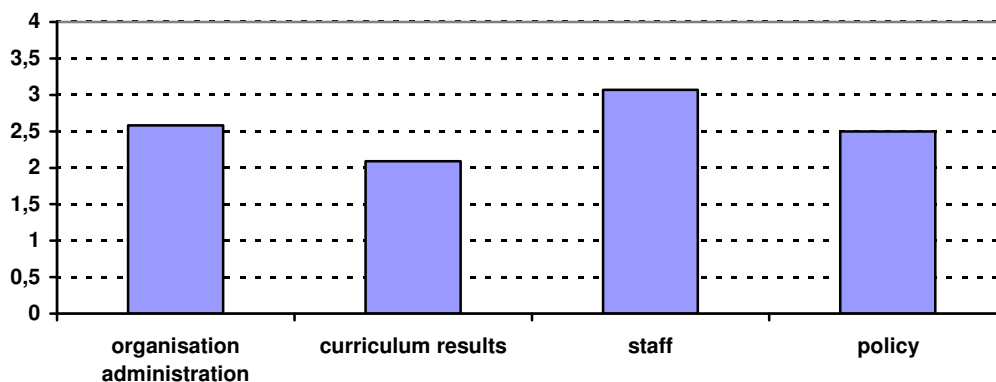
Slovenian legislation regulates that all school directors should attend the management training, which results in the Headship Licence. The programme for the Headship Licence is offered by the National Leadership School. It aims on a qualification for school leaders for every type of schools (from kindergarten to higher education). About 1500 students passed the program since 1994. The program consists of six modules (Introductory module; organisational theory and leadership; planning and decision making; headteachers' skills; human resource management; and legislation).

Modules are organised as residential workshops, based on the participants' experiences and school situations. Pedagogical formats of the programme vary from case-studies to debates, from simulations and role playing to team action projects, from reflective reading and synthesis papers to creative brainstorming, from visits to a variety of creative institutional settings to presentations for colleague audiences. The program takes 8 months, students have to spend 204 hours.

General ideas about the content are: leadership for learning and the effective school.

As most important domain is indicated "staff".

**Graphic 14. SLO: Importance of the four domains in the curriculum**



And the most important topics are:

- ☐ School structure and organisation.
- ☐ The culture of the school.
- ☐ Decision-making procedures within the school.
- ☐ Observing work and processes in the classroom.
- ☐ Human resources management.
- ☐ Team meeting within the school.
- ☐ Assessment the strengths and weaknesses of the staff.
- ☐ Professional development training.
- ☐ Teambuilding.
- ☐ School vision.
- ☐ Public relations policy.

The most important working methods.

- ☐ Self-assessments.
- ☐ Discussions in small groups
- ☐ Training of skills.
- ☐ Tests.

### **3 General comparative description: general characteristics**

In this section, we make a general comparative description of the different programs. Attention is paid to

- ☐ the type of institutes who organise the program,
- ☐ the year of starting,
- ☐ the main reasons for designing the programs,
- ☐ the program itself: functions the program is designed to, the preservice or inservice character of the programs, the size of the programs (total time of the different programs, contacttime, studytime, other time, contacttime in % of the total time, duration of the program), the costs, if the programs are compulsory, the certification connected with the programs,
- ☐ and the students (entree-qualifications, male/female proportion, age, number of students in a draft, the targetgroup.

### 3.1 Organising institutes

Most of the programs are delivered by teacher-training institutes, (universities, and universities for professional education), as can be seen in table 2. In some cases there is some co-operation between teacher training institutes and other institutes. In one case, the program is delivered by a institute established (by the government) for the training of school leaders (SLO). In another case, the program is delivered by a professional association (CZ2). In many cases, teaching and training is performed not only by university qualified teachers of the involved institutes, but also by experienced school leaders or domain-experts in some topics.

**Table 2: Countries, institutes, year of starting of the program**

| Country | Institute   | Started in        |
|---------|---|-------------------|
| B       | Centre for Andragogy, University of Antwerp   | 1971              |
| BUL     | Department of In-service Training of Teachers, Sofia University   | 1996              |
| CZ1     | Dept. of Educational Sciences, Faculty of Arts, Masaryk University, Brno  | 1997              |
| CZ2     | Dept. of further education (professional association)?  | 1996              |
| FIN     | Centre for Continuing Education and Inservice training, Unit of Ostrobothia, Abo Academi University                   | 2000              |
| IS      | Iceland University of Education   | 1988 <sup>2</sup> |
| IRL     | Drumcondra Education Centre + Trinity college, Dublin   | 1988              |
| LV      | Riga Teacher In-service Training Centre   | 1996              |
| N       | Dep. Of Teacher Education and School Development, University of Oslo  | 1992              |
| NL      | Fontys Teacher Training Institutes in co-operation with 11 other Teacher Training Institutes and a Pedagogical centre | 1994              |
| PL1     | Ministry of Education   | 1999              |
| PL2     | Dept. Of Educational Management, Jagiellonian University  | 1997              |
| S1      | Centre for School management training, Uppsala University   | 1992              |
| S2      | Dalarna University  | 1989              |
| SLO     | National Leadership School  | 1994              |

### 3.2 Reasons for designing the program

As can be seen in table 2, most of the programs started no so long ago. Only four of the fourteen programs started before 1990 (B, IS, IRL, S2). Seven programs started not longer then five years ago (BUL, CZ1, CZ2, FIN, LV, PL1, PL2). This can be seen as a sign that the last decade, the need for professionalisation is becoming more urgent. Without doubt, this need for professionalisation is related to changes in the social and political context of schools, and as a consequence, the more difficult

<sup>2</sup> The program started in 1988 as a 15 credit programma. In 1996 it was expanded up to a 30 credit program.

demands on schools and schoolleaders<sup>3</sup>. This becomes also clear in the reasons, mentioned in the questionnaire, for designing the programs.

Some of the reasons are referring explicitly to the changing context: *"Understanding of changes in public administration and school management."*(CZ2); *"Rationalisation of the school organisations and the education"* (B); *A stronger focus on the importance of school leadership in national educational policies in the 90's; The National Curriculum from 1987 put emphasis on local school development, as a consequence many principals felt a need for further education"* (N).

Other reasons are related to the – changing - professional needs felt by (future) schoolleaders, without being, so far, appropriate possibilities for professionalisation: *"A need for the schoolleaders to know the global principles of the theory of management and to possess management skills. Schoolleaders have no base training in the field of school management. The schoolleaders themselves realise the need of management knowledge and skills and wish to have the respective training in management"* (BUL); *"The lack of educational management training and education offer in the system"* (CZ1); *"Lack of knowledge of theoretical and practical skills how to run the school"* (LV); *"A strong need for education for schoolleaders. Beside university programs, the only education offered to schoolleaders is the state "principals program" which is given at sic places in Sweden but is not automatically give academic credits"*.(S2)

Some reasons refer to the national regulations to apply for principalship: *"Achieving education that is nationally equivalent is a responsibility for the head-teacher.(...). For this reason, although the school system is a municipal responsibility, the state offers this national training programme for head-teachers"*(S1); *"The Finnish regulation system for getting the competence to apply for principals job was redesigned from 1 January 1999. As one alternative for a leadership specialisation was this academic program in educational management and leadership"* (FIN) *"A major school reform in Poland. Teachers and principals have to upgrade their qualification in the various ways. Principal training is one example"* (PL1); *Slovenian legislation from 1996 regulates that all school directors must have a headship licence."*(SLO)

In one case there is a reference to consequences for schoolleaders in terms of salary: *"Increasing of salaries"* (CZ2)

In one case also there is an explicit relation with the financial need at the organising institute itself: *"Financial reasons - the department. has to earn money for its functioning (state budget is too low to cover the whole year needs)"*. (CZ1).

And one institute mentions the importance of good relations between the institute and the schools: *"To develop association of schools and the university department of educational management"* (PL2).

### 3.3 The program: functions, preservice or inservice, size, costs

The programs differ in the type of **function for which the programs are designed** (see table 3). Some programs are designed only for a rather narrow group of schoolmanagers: principals in primary education (NL), principals in secondary education (BUL). Some are designed for both principals and vice-principals in secondary education (B). Most of the described programs have a broader scope, at least principals and vice-principals from primary and secondary education (CZ2, S1). But in most cases the program is designed for other functions: principals, vice-principals and middle managers in pre-school, basic school and secondary school (IS), principals and vice-principals from all kind of schools (PL1, PL2), principals and candidates for principalship for kindergarten, primary, secondary and higher education (SLO), counsellors at municipal level (N), middle school managers in basic and or secondary education, and leaders of higher vocational colleges (CZ1) or for all leading functions in organisations with educational tasks (S2).

<sup>3</sup> Chapman, J.: A new agenda for a new society. In: Leithwood K., J. Chapman, D. Corson, Ph. Hallinger, A. Hart (ed.): International Handbook of Educational Leadership and Administration. Dordrecht. Pp 27-59.

Murphy J., Ph. Hallinger (1992): The principalship in an era of transformation. In: Journal of educational administration (30), nr. 3, pp. 77-88.

Verbiest, E. (1998): De schoolleider in beweging. Veranderingen in visie en praktijk van het primair onderwijs. (The schoolleader on the move. Changes in vision and practice of primary education). Alphen aan de Rijn.

Mahieu, P. (1998): Het jaar 8. Schoolleiding in historisch perspectief. (The year 8. Schoolleadership in historical perspective) In: Braeckmans, L. P. Mahieu, G. van Horebeek: De schoolleider in beeld. 25 jaar directie-opleidingen. (Perspectives on schoolleaders. 25 years of schoolleaderscourses). Leuven/Apeldoorn, blz. 21-68.

**Table 3: Country, functions, pre or in service**

| Country | Functions the program is designed for  | Pre-service / In-service |
|---------|--|--------------------------|
| B       | Principal in secondary education<br>Vice-principals in secondary education   | IS                       |
| BUL     | Principal in secondary education   | IS                       |
| CZ1     | Headteachers, deputy heads, middle school managers in basic and or secondary education; occasionally leaders of higher vocational colleges | IS                       |
| CZ2     | Principal and vice-principal in primary and secondary education  | IS                       |
| FIN     | For every school and educational institute   | PS                       |
| IS      | Principals, vice-principals and middle managers in pre-school, basic school and secondary school   | IS and PS                |
| IRL     |  | IS                       |
| LV      | Principal ,vice-principal, in primary and secondary education  | IS                       |
| N       | Principal ,vice-principal, in primary and secondary education, leaders, counsellors at municipal level                                     | IS and PS                |
| NL      | Principal primary education  | IS                       |
| PL1     | Principal and vice-principal in all types of schools, incl. kindergarten   |                          |
| PL2     | Principal, vice-principal subjectleaders, pupil guidance leaders in primary, secondary and pre-school                                      | IS                       |
| S1      | Principal and vice-principal serving in the national schools system, or in recognised independent schools                                  | IS                       |
| S2      | All leading functions in organisations with educational tasks  | IS and PS                |
| SLO     | Principals and candidates for principalship, for kindergarten, primary, secondary and higher education                                     | IS and PS                |

Most of the programs are **in-service programs**. In some cases however, the program can be pre-service. That is the case when teachers – not yet being schoolmanagers – are preparing themselves by such a program for leadershipfunctions (IRL, IS, LV, N, S2, SLO). One program is mentioned as in-service but it will become next year (2001) a pre-service program (PL1). The other program in Poland (PL2) is in-service. In one case the program is pre-service (FIN).

**Table 4: Country, total time, contacttime, studytime, other time, proportion of contacttime, duration**

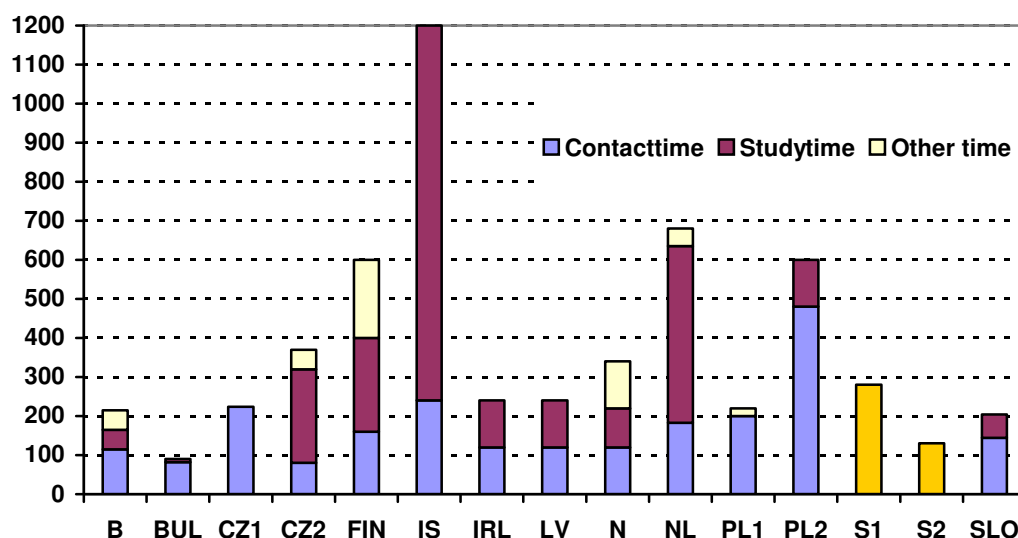
| Country | Total Time (hours) | Contacttime | Studytime | Other time | contacttime in % of the total time | Duration (months)                    |
|---------|--------------------|-------------|-----------|------------|------------------------------------|--------------------------------------|
| B       | 215                | 115         | 50        | 50         | 53                                 | 24 m                                 |
| BUL     | 90                 | 82          | 8         |            | 91                                 | 11 d                                 |
| CZ1     | 224                | 224         |           |            | 100                                | 24 m                                 |
| CZ2     | 370                | 80          | 240       | 50         | 22                                 | 6 m                                  |
| FIN     | 600                | 160         | 240       | 200        | 27                                 | 12 m                                 |
| IS      | 1200               | 240         | 960       |            | 20                                 | 12 m (full time)<br>24 m (part-time) |
| IRL     | 240                | 120         | 120       |            | 50                                 |                                      |
| LV      | 240                | 120         | 120       |            | 50                                 | 12 m                                 |
| N       | 340                | 120         | 100       | 120        | 35                                 | 12 m                                 |
| NL      | 680                | 183         | 452       | 45         | 27                                 | 24 m                                 |
| PL1     | 220                | 200         |           | 20         | 91                                 |                                      |
| PL2     | 600                | 480         | 120       |            | 80                                 | 15 m                                 |
| S1      | 280                | ?           | ?         | ?          |                                    | 35 d ??                              |
| S2      | 130                | 130         | (1)       |            |                                    | 24 m                                 |
| SLO     | 204                | 144         | 60        |            | 71                                 | 8 m                                  |

(1) individual

As one can see in table 4, and in the graphic illustration below, there is a very large difference between the programs, regarding the total time to spend at the program, and regarding the division of the time over the different categories.

The programs differ also in the **total time the student must spend** at the program, and accordingly in the **duration of the program**. In table 4 one can see how the total time of each program is divided between contacttime, studytime and other time. This last category indicates time to spend at, for example, compulsory group activities (N); intervisiongroups (NL) or “practice” in school (PL1). Also one can found the percent of the total time, devoted to contacttime.

Graphic 15. Division of the time in contact-time, studytime and other time.



The total studyload varies between 90 hours till 1200 hours. The largest program (IS) takes more than 13 times the smallest program (BUL). The mean is 388 hours. The median value is 260 hours. Most of the programs count no more than 300 hours. Four of the programs count 600 hours or more (FIN, IS, NL, PL2).

On the average, the contacttime is 53% of the total time, but here also are a lot of differences between the programs. The proportion of the contacttime of the total program varies from 100% (CZ1) till 20% (IS). There is not a significant relation between the total time of the program and the contacttime. Most large programs (FIN, IS, NL) have a relative low contacttime ratio. But in the case of another large program, PL2, that ratio is 80%. And – with reference to the total time of a program – for some average programs (as, for example B, CZ1, CZ2, IRL, LV) the contacttime ratio varies in this programs from 22 % tot 100%)

And also, as is clear from table 4, the duration of the programs differ a lot. Large programs (IS, NL) takes two years, but that is also the case for more smaller programs (B, CZ1, S2).

Table 5 makes clear that the costs per student make very large differences between the different programs. The most expensive program costs \$ 13.000 (S2); the cheapest program costs \$ 85 (CZ2). But the differences are very large. The mean price is \$ 1.434, while the median value amounts to \$ 1.000. The mean price per contacthour is \$ 8; the mean price per hour studyload is \$ 3. There is no significant correlation between, at the one hand the price, and at the other hand the total studyload or the contacttime.

**Table 5: Country, price paid by student, government and others**

| Country | Price   | % paid by the student | % paid by the government | % paid by others | i.e.                                 |
|---------|---------|-----------------------|--------------------------|------------------|--------------------------------------|
| B       | 2000    |                       |                          | 100              | School                               |
| BUL     |         |                       | 100                      |                  |                                      |
| CZ1     | 250(1)  | 100                   |                          |                  |                                      |
| CZ2     | 85      | 30                    | 67                       | 3                | School                               |
| FIN     | 1500    | 20                    |                          | 80               | Different (for example municipality) |
| IS      | 5400(2) | 10                    | 90                       |                  |                                      |
| IRL     | 1163    | 100                   |                          |                  |                                      |
| LV      | 100     |                       |                          | 100              | Local authority                      |
| N       | 1000    | 100                   |                          |                  |                                      |
| NL      | 3530    | 50                    | 50                       |                  |                                      |
| PL1     | 200-300 |                       |                          |                  |                                      |
| PL2     | 500     | 100                   |                          |                  |                                      |
| S1      | 13000   |                       | 90                       | 10               | Municipalities                       |
| S2      |         |                       | 100                      |                  |                                      |
| SLO     | 500     | 20                    | 80                       |                  |                                      |

- 1) direct fee, except for students for M Ed, they have it for free  
 2) for a full-time student

The data in the table above must be interpreted carefully, because there are in the different countries different practices. Sometimes the costs for the program are included in the budget of the delivering organisation (BUL, S2). Sometimes students can have tax rebuts (for example IRL, NL); in many cases in The Netherlands, schools pay back the fee the students have to pay; also in Ireland there can be private arrangements with schoolmanagement authorities. In Ireland also there exist a central fund, agreed by government and unions, from which teachers may claim. In Norway the municipalities pay sometimes the fee for the students. In Poland (PL1) most principals pay for themselves. Some are subsidised by the Ministry of Education in the form of the collective grants given to the training centres, or by local municipalities in the form of individual grants. The subsidy never reaches 100%. As said before, the Dutch case is in this sense extraordinary, because the so-called replacement-money (cf. 2.10). This amounts to ca. \$ 5.000 for two years. This amount is not included in the data in table 5.

### 3.4 Compulsory of the program and certification

Although there is a general recognition of the changing demands at schools and of the changing and more difficult tasks for schoolleaders, only a few of the programs are compulsory (see table 6). In most of the participating countries, there are not at all specific regulations for teachers to apply as a principal, except sometimes for some years of practice or reaching some age (B; BUL, IRL, LV, N, NL, S). But in some cases, maybe due to the success of the programs, the programs are becoming more and more a model or a standard for schoolmanagers and it becomes difficult to apply for a principal-position without following this kind of program (IRL, NL), or at least strongly recommended by national associations of boards (B).

Only in two cases the described program is compulsory (PL1; SLO). In some countries, the described program is one of the alternatives for teachers to get the formal competence to apply for principal or vice-principal (FIN, PL2) or the program contributes to improvement of headteachers which is necessary by assigning a post of director (CZ2).

**Table 6: Country, compulsory of the program, certification, passed students.**

| Country | Compulsory of the program | Certification | 1.1 Kind of certification  | Certification Rate | Numbers of students who passed the program since start (+/-) |
|---------|---------------------------|---------------|--|--------------------|--|
| B       | No                        | Yes           | Non-official certificate as prove of participation                                   | 90                 | 1500   |
| BUL     | No                        | Yes           | For participation  | 100                | 346  |
| CZ1     | No                        | Yes           | University-certificate, not specified  | 75                 | 23   |
| CZ2     | No                        | Yes           | Certificate of extended qualification  | 98                 | 300  |
| FIN     | Alternative               | Yes           | Academic certificate as a proof of formal competence for principals job (15 credits) | 75 x               | 20   |
| IS      | No                        | Yes           | Graduate diploma (30 credits)  | 87                 | 69   |
| IRL     | No                        | Yes           | Diploma in Management in Education   | 50                 | 540  |
| LV      | No                        | No            |  | 72                 | 59   |
| N       | No                        | Yes           | Academic credit  | 97                 | 288?   |
| NL      | No                        | Yes           | Specific certification of the institute  | 90                 | 750  |
| PL1     | Yes                       | Yes           | Special certification  | 100                |  |
| PL2     | Alternative               | Yes           | Jagiellonian University certificate  | 100                | 56   |
| S1      | No                        | Yes           | Certificate  | 90                 | 650  |
| S2      | No                        | Yes           | Academic credit  |                    | 200  |
| SLO     | Yes                       | Yes           | Headship Licence   | 95                 | 1500   |

In all cases, except one, there is a kind of certification. The kind of certification differs in large respect. Sometimes it is a non-official certificate as prove of participation (B, BUL, S1), sometimes it is a certification of the university, without some specification (CZ1), in another case a certificate of extended qualification, (partly) necessary to apply for a function as principal or vice-principal (CZ2, PL2). There are also examples of certification on the base of exams, portfolio, written assignments and so on (N, NL, PL1). Some programs lead to academic credit (FIN, IS, S2). One program leads to 15 academic credits and participants get an academic certification as a proof of their formal competence for principals job (FIN); another program (IS) leads to 30 credits and a graduate diploma; also the described program in Norway leads to academic credits.

No certification is given in one case (LV).

The certification rate is rather high; in one case it is (only) 50 % (IRL), but in all the other cases where there is a kind of certification, the certification varies between 72 % and 100%. There seem not a relation between this rate and the bases on which the certification is given. Exams, portfolio, assignments lead to high rates of certification, as well as in the cases of certification only on the base of participation.

Table 6 also make clear that there are big differences in the numbers of students who have passed the program, since establishing those programs. This numbers vary between ca. 6 (IS, LV) in a year till 150 (NL) or more then 200 (SLO) in a year.



### 3.5 The students: entree-qualifications, assessment.

**Table 7: Country, entree-qualifications, assessment**

| Country | Entree-qualifications   |   | 1.2 Assessment   |
|---------|---|---|--|
|         | Educational qualification   | Work-qualifications   |  |
| B       |   | Being member of a management team   | N  |
| BUL     |   | University degree   | N  |
| CZ1     | Graduant of one of the pre-service teacher education programs at the university |   | N  |
| CZ2     | Graduant of university, educational specialisation                              | 6 years as teacher, 2 years as member of a managementteam                   | N  |
| FIN     | M ed or M Sc  | 1 year as a teacher   | N  |
| IS      | Teachers certificate or equivalent  |   | N  |
| IRL     | Qualified teacher   |   | N  |
| LV      | university educational qualification  | 6 years as teacher, 2 years as member of a managementteam, 2 years as head, | N  |
| N       |   | 3 years as teacher, 3 years relevant practice (as teacher, principal..)     | N  |
| NL      |   | Principal   | Self evaluation of the learning needs, learning style, and comparisation with the demands of the program   |
| PL1     | Teacher diploma   |   |  |
| PL2     | M.A. diploma and teaching certificate   |   | General knowledge of school and educational. system in PL<br>Ability to plan for professional development. |
| S1      |   | 1 year as head  |  |
| S2      | Teacher education   |   |  |
| SLO     | Teacher education   | 5 years as a teacher  | N  |

As the other characteristics, also the qualifications the students must met to enter the program, differ between the different programs. As can be seen in table 7, there are almost for every program entree-qualifications. But there is large degree of variation in this qualifications. Sometimes this qualifications have to do with experience as a manager: being a member of a management team (B), being a principal (NL). Sometimes the qualifications are related to former studies: being a teacher (CZ1, IS, IRL), having an university degree (BUL, FIN), Sometimes there is a combination of this qualifications (CZ2, LV). In some cases, the criterion that one must be a principal, implies that one is a teacher (for example NL).

In one program, applicants are selected in conjunction with the municipality concerned (S1).

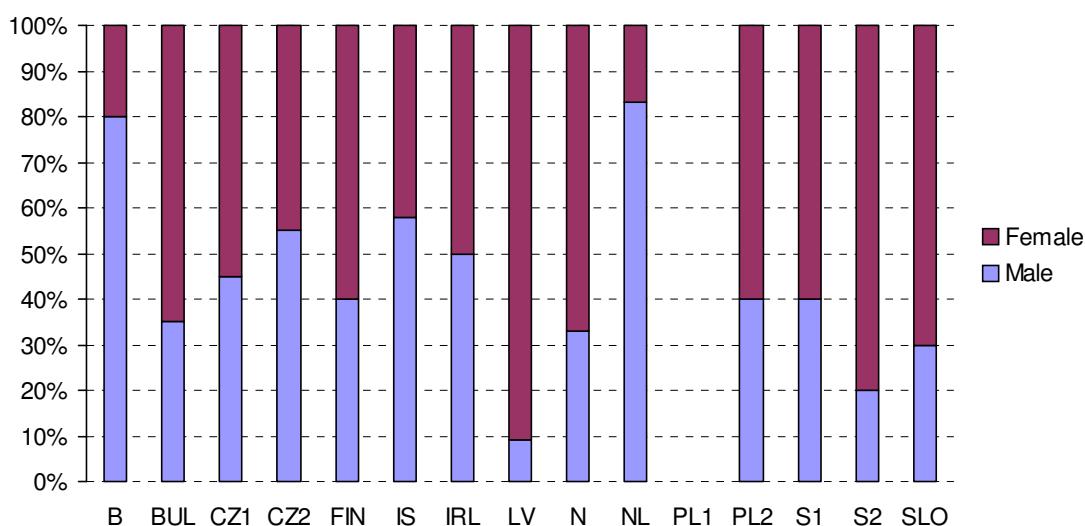
Only two times is indicated that an assessment forms a part of the entry-conditions. The Dutch program contains a self-evaluation of the learning needs and learning style, and in an intake interview student and tutor make a comparison with the demands of the program. In some exceptional cases the student receive the advice not to participate in the program. In one of the Polish programs (PL2) the assessment refers to general knowledge of school and the educational system in Poland and to the ability to plan for professional development. As for this second aspect, it is indicated in the questionnaire that “*most candidates do not know how to do it*”. So it seems that this assessment is not selective.

In general, once can say that the entree-qualifications are rather formal, related to educational qualification and or years of experience or work in a certain function. As far as there are assessments, they are hardly selective.

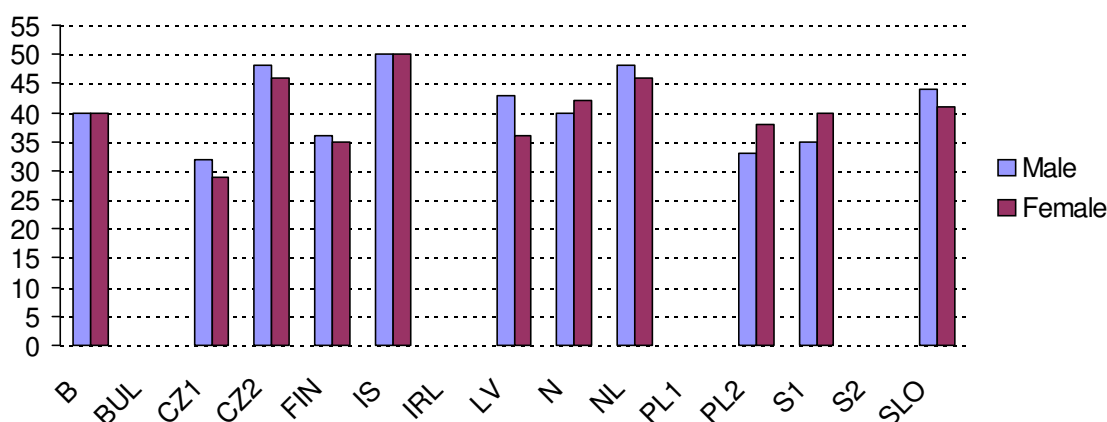
### 3.6 The students: male/female, age, number of students in a draft.

The questionnaire asks also for the proportion between male and female students, their age and the number of students in a draft. Graphic 16 shows the proportion between male and female students.

Graphic 16. Proportion male and female students in the programs

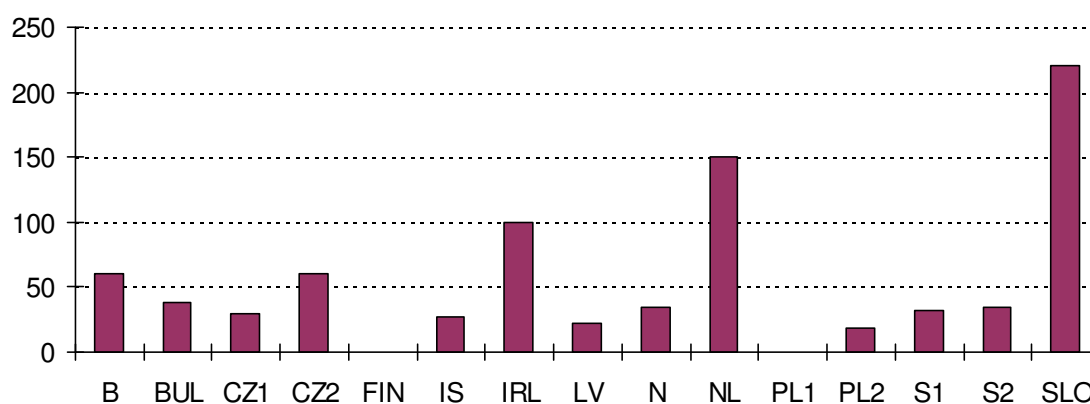


In most cases, there are more female students. Only in 4 cases (B, CZ2, IS, NL) there are more male than female students. In one case (IRL) the proportion is 1:1. It should be interesting to compare this figures with the proportion between male and female schoolleaders in the respective countries. In any case, the figures give some indication that schoolmanagement is or becomes a female job, with Belgium and The Netherlands as exceptions.

**Graphic 17. Average age of the male and the female students in the programs**

The average age of the students can be seen in graphic 17. As far as there are data, one can see that only in three cases the average age of the female students is higher the average age of the male students (N, PL2, S1). In one cases there is no difference (B). So in most cases the average age of the male students is higher then the average of the female students, although the difference is not significant. A part of an explanation can be as follows. In a Dutch research project, related to the Dutch program here described, one found that male school leaders start earlier with that course, but have more years of experience as school leader. Male school leaders start after 12 years of experience as a school leader, female school leaders after 7 year. It looks like that men take the role of school leader at earlier moment in their life. It can also be the case that female school leader like to have more support in the form of professionalisation, compared with male school leaders<sup>4</sup>.

In graphic 18 one can found the number of students in a draft. Also here are big differences: varying from 19 (PL2) to 220 (SLO).

**Graphic 18. Number of students in a draft**

<sup>4</sup> Verbiest, E. K. Ballet, R. Vandenbergh, G. Kelchtermans, H. van de Ven: Uitgerust, een onderzoek naar de resultaten van de Magistrumopleiding voor schoolleider primair onderwijs, (Prepared, a study of the results of the Magistrumcourse for principals primary education) Fontys, 2000.

#### 4 Comparative description of the content.

Regarding the content, two main themes appear in the questionnaire: the place and importance of certain topics in the program, and the general ideas about the content of the program.

The topics were formulated on the base of ideas about school effectiveness. However, school effectiveness is a concept open to many interpretations (Chapmann, 1993; Scheerens, 1993; Van Wieringen, 1992). So as not to bias beforehand the competencies that are sought after, it is useful to distinguish a number of different aspects of school effectiveness. A typology of effectiveness may be of use for this purpose. This typology is based on two dimensions: the focus of the educational organisation (is the school orientated inward or outward, towards the world surrounding it) and the way the organisation is structured (is the school focused on stability, control, or - on the contrary - on flexibility and change?) (Quinn c.s., 1994). A combination of these dimensions produces four different concepts of school effectiveness, and, as a consequence for domains of topics (Verbiest 1998).

Between brackets, one can find the number of topics who were take up in the questionnaire:

- ☐ Topics related to the organisation and administration of the school (14)
- ☐ Topics related to the curriculum and the results of the students in the school (12)
- ☐ Topics related to the staff (15)
- ☐ Topics related to the strategic policy of the school (14)

The respondents were asked to indicate if the topics have a place in the program, and also to give some value - on a four-point scale – of the importance of the different topics in the curriculum of the program. There was also the possibility to accomplish the list with not-mentioned topics. Aside from this fourfold distinction in topics, the respondents were also asked to indicate on a four-point scale the importance of some general topics (for example, general theories of education, transformational leadership, or the school as a learning organisation). Five general ideas were take up in the questionnaire; also this ideas could be accomplish by the respondents.

In the second place the respondents were asked to formulate some general ideas, which play a role in the content of the program, (for example, the idea of the so called effective school).

Two values are used to say something about the importance of the different domains in the curricula. In the first place the number of topics having a place in the program, according to the respondents. It can be argued that the more topics in a certain domain are mentioned, the more important is the domain. In the second place, not only the number, but also the importance itself of that topic, as indicated by the respondents, is taken into account.

##### 4.1 The importance of the different domains

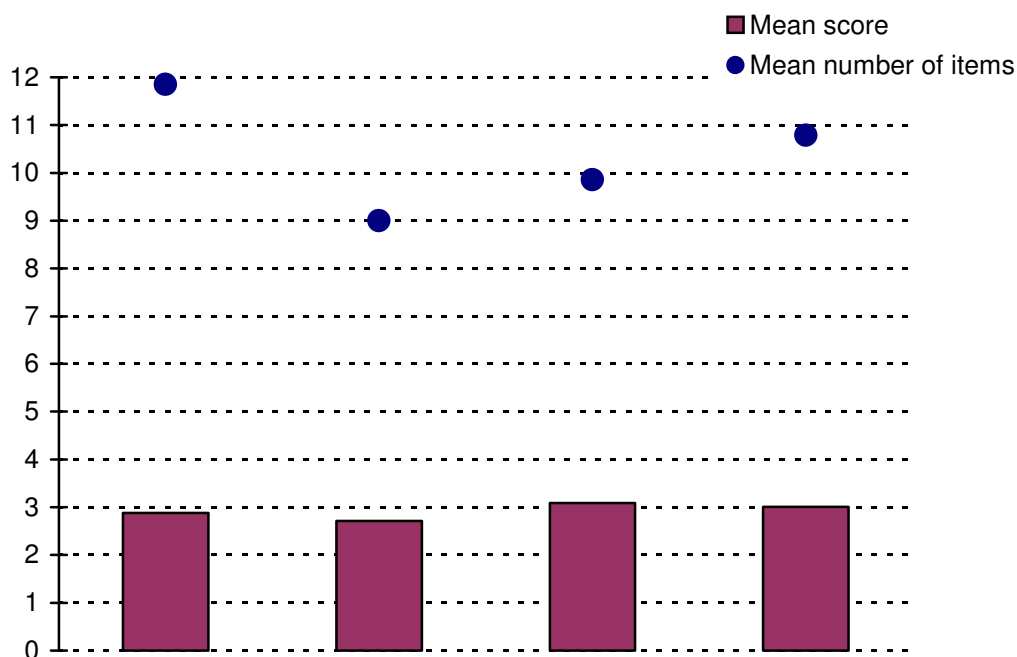
In table 8 is indicated, taken the different programs together, the mean scores on the four domains and the mean number of items having a place in the programs.

**Table 8: The four domains: mean scores and number of items**

| Topics related to                                 | Mean | Mean number of items indicated |
|---|------|--------------------------------|
| The organisation and administration of the school | 2,88 | 11,85                          |
| The curriculum and the results of the students    | 2,71 | 9                              |
| The staff   | 3,09 | 9,86                           |
| The strategic policy of the school                | 3,01 | 10,79                          |

Looking to the mean value, given at the different domains, we can say that all domains looks important. The lowest score on a four-pointscale is 2,75. But not every domain receives the same value. In order of importance, we can say that the domain “staff” is evaluated as the most imported domain, followed by “the strategic policy of the school”, “organisation and administration of the school” and “the curriculum and the results of the students”. Also the graphic 18 show the relative importance of the four domains.

Graphic 19. relatieve importancy of the four domains over all the programs



This does not mean that the most important domain also contains the most numbers of topics, having a place in the program. As one can see, on the average, most topics appear in the domain “the organisation and administration of the school”, followed by “the strategic policy of the school”, “the staff” and “the curriculum and the results of the students”.

In table 9 one can find, for each program, the mean score on the four domains. In table 9 one can find also the number of items indicated a having a place in the program.

The importance of the domain “the staff” is also indicated by the fact that this domain is in 8 countries the most important domain. (In three countries this goes together with a same score on another domain). “The strategic policy of the school” is in five countries the most important (in one country together with another domain). The two other domains are only in two countries the most important domain. (And in two cases together with another domain).

On the base of the numbers of items indicated as having a place in the curriculum, one see that in 7 countries the highest number of topics (7) is situated in the domain “the organisation and administration of the school”, followed by “the staff” (6). The domain “the strategic policy of the school” appears in only two countries as the domain with the highest number of items. The domain “the curriculum and the results of the students” is in no country the domain with the highest number of items.

**Table 9: Country, mean scores on four domains, number of items in the program**

|         | Topics related to                                 |                           |  |                           |             |                           |                                    |                           |
|---------|---|---------------------------|--|---------------------------|-------------|---------------------------|------------------------------------|---------------------------|
|         | The organisation and administration of the school |                           | The curriculum and the results of the students |                           | The staff   |                           | The strategic policy of the school |                           |
| Country | Mean  | Number of items indicated | mean   | Number of items Indicated | Mean        | Number of items Indicated | mean                               | Number of items indicated |
| B       | 2,40  | <b>15</b>                 | 1,33   | 6                         | <b>3,29</b> | 7                         | 2,07                               | 14                        |
| BUL     | 3,60  | <b>10</b>                 | <b>4,00</b>                                    | 6                         | <b>4,00</b> | 5                         | 3,80                               | 5                         |
| CZ1     | 2,85  | 13                        | 2,00   | 12                        | 2,93        | <b>15</b>                 | <b>3,50</b>                        | 14                        |
| CZ2     | 2,38  | 16                        | 2,11   | 9                         | 2,00        | 5                         | <b>2,63</b>                        | 8                         |
| FIN     | <b>3,20</b>                                       | <b>15</b>                 | 3,15   | 13                        | 2,87        | <b>15</b>                 | 3,09                               | 11                        |
| IS      | <b>3,00</b>                                       | <b>17</b>                 | 2,08   | 12                        | 2,75        | 12                        | 2,64                               | 14                        |
| IRL     | 3,14  | <b>14</b>                 | 2,82   | 11                        | <b>3,30</b> | 10                        | 3,23                               | 13                        |
| LV      | 2,82  | <b>11</b>                 | 3,40   | 5                         | 3,25        | 4                         | <b>3,71</b>                        | 7                         |
| N       | 2,43  | 7                         | 2,89   | 9                         | <b>3,00</b> | 10                        | <b>3,00</b>                        | <b>11</b>                 |
| NL      | 2,86  | 7                         | 2,78   | 9                         | <b>3,27</b> | <b>11</b>                 | 2,56                               | 9                         |
| PL2     | 3,40  | <b>10</b>                 | <b>4,00</b>                                    | 6                         | <b>4,00</b> | 6                         | 3,70                               | <b>10</b>                 |
| S1      | 3,50  | 10                        | 3,50   | 10                        | <b>3,82</b> | <b>11</b>                 | 3,10                               | 10                        |
| S2      | 2,11  | 9                         | 1,71   | 7                         | 1,75        | <b>12</b>                 | <b>2,55</b>                        | 11                        |
| SLO     | 2,58  | 12                        | 2,09   | 11                        | <b>3,07</b> | <b>15</b>                 | 2,5                                | 14                        |

(The bold figures express the highest value for that country).

So it looks safe to say that, in most countries, the domain “the staff” is the most important domain in the curricula, while the domain “the curriculum and the results of the students” is seen as the least important. It seems that there is no relation between the importance of a domain and the fact that the country belongs to the so-called Eastern or Western part of Europe.

## 4.2 The four domains in the curricula.

Looking to the specific domains separately, we can make some observations about the topics in a domain: if they have a place in the curricula, and their importance. For each domain is indicated the topics who appear in the curricula, how many times, and the average importance of the topic.

### 4.2.1 The organisation and administration of the school

On the base of the data in table 10, it appears that all the topics, mentioned in the questionnaire have a place in one or more curricula. A lot of topics appear in almost all curricula. The following topics appear in ten or more curricula (of fourteen):

- ☐ The culture of school.
- ☐ School structure and organisation.
- ☐ Information and communication within the school.
- ☐ Decision-making procedures within the school.
- ☐ Consultation procedures within the school.
- ☐ Establishing priorities for own work.
- ☐ Administrative tasks in relation to staff.
- ☐ Strengths and weaknesses of the school.
- ☐ School finance matters.
- ☐ Administrative tasks in relation to students.
- ☐ Administrative tasks in relation to financial matters.

At the other hand, one topic appears only in three or less curricula:

- ☐ School building matters

**Table 10: topics related to the organisation and administration of the school: mean value and appearance in number of curricula**

| Topics related to the organisation and administration of the school | Mean | In... curricula |
|---|------|-----------------|
| The culture of school   | 3,83 | 12              |
| School structure and organisation                                   | 3,36 | 14              |
| Information and communication within the school                     | 3,23 | 13              |
| Decision-making procedures within the school                        | 3,14 | 14              |
| Consultation procedures within the school                           | 3    | 11              |
| Establishing priorities for own work                                | 2,82 | 11              |
| Administrative tasks in relation to staff                           | 2,77 | 13              |
| Strengths and weaknesses of the school                              | 2,67 | 12              |
| School finance matters  | 2,67 | 12              |
| Time management   | 2,43 | 7               |
| Managing the school office, secretarial and administrative work     | 2,33 | 9               |
| Administrative tasks in relation to financial matters               | 2,27 | 11              |
| Administrative tasks in relation to students                        | 2,25 | 12              |
| School building matters   | 1,33 | 3               |
| <b>ADDITIONAL TOPICS</b>  |      |                 |
| Educational law   | 4    | 1               |
| Practice in school or administrative offices                        | 4    | 1               |
| Shadowing a principal   | 4    | 1               |
| Democracy in school management                                      | 4    | 1               |
| Schooldevelopment   | 4    | 1               |
| Evaluation  | 4    | 1               |
| Organisation law  | 3    | 1               |
| European dimension  | 3    | 1               |
| Women in management   | 3    | 1               |
| ICT   | 3    | 1               |
| Insurances  | 2    | 1               |
| Historical development of schools                                   | 2    | 1               |

Additional to this topics, mentioned in the questionnaire, the respondents formulate also other topics in this domain. The following topics were mentioned:

- ☐ Educational law (B).
- ☐ Organisation law (B).
- ☐ Insurances (B).
- ☐ European dimension (CZ2).
- ☐ Historical development of schools (CZ2).
- ☐ Practice in school or administrative offices (FIN).
- ☐ Shadowing a principal (FIN).
- ☐ Schooldevelopment (IS).
- ☐ Evaluation (IS).
- ☐ Women in management (IS).
- ☐ ICT (IS).
- ☐ Democracy in school management (LV).

If we are only looking to the topics pre-formulated in the questionnaire, we see that the following topics receive a importance-value of 3 or higher:

- ☐ School structure and organisation.
- ☐ The culture of school.
- ☐ Information and communication within the school.
- ☐ Decision-making procedures within the school.
- ☐ Consultation procedures within the school.

Only one topic receives an average value of 2 or lower :

- ☐ School building matters.

So it seems that the domain “the organisation and administration of the school”, although not the most important domain, receives a lot of attention in the curricula. Most important topics in this domain are: the culture of school; school structure and organisation; information and communication within the school; decision-making procedures within the school; and consultation procedures within the school. The less important is the topic: school building matters. It looks like that the more soft topics of organisation and administration of the school, such as culture and communication, receive the most attention.

#### 4.2.2 The curriculum and the results of the students

**Table 11: topics related to the curriculum and the results of the school: mean value and apperance in number of curricula**

| Topics related to the curriculum and the results of the students | Mean | In... curricula |
|--|------|-----------------|
| Development of the curriculum/schoolplan                         | 3,36 | 14              |
| Quality-assurance  | 3,31 | 13              |
| Observing work and processes in the classroom                    | 3,18 | 11              |
| Coaching teachers on the work in the classroom                   | 2,91 | 11              |
| Different areas of the curriculum                                | 2,45 | 11              |
| Monitor-systems for the results of students                      | 2,44 | 9               |
| Improving curriculum provision and resources                     | 2,31 | 13              |
| Pastoral care  | 2,3  | 10              |
| Learning-methods, textbooks and so on                            | 2,25 | 8               |
| Standards of discipline  | 2,14 | 7               |
| Dealing with different teaching styles                           | 2,13 | 8               |
| Schoolpolicy in relation to the results of students              | 2,1  | 10              |
|  |      |                 |
| <b>ADDITIONAL TOPICS</b>   |      |                 |
|  |      |                 |

As becomes clear from table 11, all the topics, mentioned in the questionnaire in the domain “curriculum and results of students” have a place in one or more curricula. Eight topics appear in ten or more curricula (of fourteen):

- ☐ Development of the curriculum/schoolplan
- ☐ Quality-assurance
- ☐ Observing work and processes in the classroom
- ☐ Coaching teachers on the work in the classroom
- ☐ Different areas of the curriculum
- ☐ Improving curriculum provision and resources
- ☐ Pastoral care
- ☐ Schoolpolicy in relation to the results of students

There are no topics that appear only in three or less curricula.

There were no topics added in this domain.

Regarding the topics pre-formulated in the questionnaire, the following topics receive a importance-value of 3 or higher:

- ☐ Development of the curriculum/schoolplan.
- ☐ Quality-assurance.
- ☐ Observing work and processes in the classroom.



No topic receives an average value of 2 or lower.

The domain “curriculum and results of students”, although the domain with the lowest value of importance, receives still a lot of attention in the curricula. Most important topics in this domain are: development of the curriculum/schoolplan; quality-assurance and observing work and processes in the classroom. Of lesser importance are: standards of discipline, and dealing with different teaching styles.

#### 4.2.3 The staff

**Table 12: topics related to the staff: mean value and apperance in number of curricula**

| Topics related to the staff  | Mean | In... curricula |
|--|------|-----------------|
| Human resource management  | 3,58 | 12              |
| Teambuilding   | 3,54 | 13              |
| Professional development and training                              | 3,43 | 14              |
| Team meeting within the school                                     | 3,33 | 12              |
| Managing conflicts with staff                                      | 3,23 | 13              |
| Teacher morale and commitment                                      | 3,2  | 10              |
| Gaining support and co-operation of teachers with management roles | 3,09 | 11              |
| Assessment the strengths and weaknesses of the staff               | 3    | 9               |
| Coping with disaffected teachers                                   | 2,72 | 11              |
| Non-teaching duties of teachers                                    | 2,67 | 6               |
| Regular formal appraisal of teachers                               | 2,6  | 5               |
| Supporting ineffective teachers                                    | 2,33 | 9               |
| Attracting applicants for teaching positions                       | 2    | 5               |
| Warning/dismissal/redeployment of ineffective teachers             | 1,8  | 5               |
| Financial or administrative restrictions of teacher recruitment    | 1,5  | 2               |
| <b>ADDITIONAL TOPICS</b>   |      |                 |
| Guiding and developing discussions                                 | 4    | 1               |
|  |      |                 |

All the topics, mentioned in the questionnaire in the domain “the staff” have a place in one or more curricula. Eight topics appear in ten or more curricula (of fourteen):

- ☐ Human resource management.
- ☐ Teambuilding.
- ☐ Professional development and training.
- ☐ Team meeting within the school.
- ☐ Managing conflicts with staff.
- ☐ Teacher morale and commitment
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ Coping with disaffected teachers.

One topic appears only in three or less curricula:

- ☐ Financial or administrative restrictions of teacher recruitment.

In one case there is a topic added:

- ☐ Guiding and developing discussions.

Regarding the topics pre-formulated in the questionnaire, the following topics receive a importance-value of 3 or higher:

- ☐ Human resource management.
- ☐ Teambuilding.
- ☐ Professional development and training.
- ☐ Team meeting within the school.
- ☐ Managing conflicts with staff..
- ☐ Teacher morale and commitment.
- ☐ Gaining support and co-operation of teachers with management roles.
- ☐ Assessment the strengths and weaknesses of the staff.

Three topics receive an average value of 2 or lower :

- ☐ Attracting applicants for teaching positions.
- ☐ Warning/dismissal/redeployment of ineffective teachers.
- ☐ Financial or administrative restrictions of teacher recruitment.

The domain “staff” can be seen as the most important domain in the curricula. All topics mentioned in the questionnaire have a place in the curricula. And a lot of topics are seen as important in the curricula. Most important topics in this domain are: human resource management; team building; professional development and training; team meeting within the school; managing conflicts with staff; teacher morale and commitment; gaining support and co-operation of teachers with management roles; and assessment the strengths and weaknesses of the staff. Of lesser importance are attracting applicants for teaching positions; warning/dismissal/redeployment of ineffective teachers; and financial or administrative restrictions of teacher recruitment.

#### 4.2.4 The strategic policy of the school

**Table 13: topics related to the strategic policy of the school: mean value and apperance in number of curricula**

| Topics related to the strategic policy of the school          | Mean | In... curricula |
|---|------|-----------------|
| School vision   | 3,71 | 14              |
| Implementing new ideas and innovations                        | 3,62 | 13              |
| Strategic policy for the school                               | 3,57 | 14              |
| Education policy of the national government                   | 3,5  | 14              |
| Education policy of the local government                      | 3,08 | 13              |
| Account for inspection  | 2,83 | 6               |
| Dealing with parents  | 2,77 | 13              |
| Public Relations policy                                       | 2,67 | 9               |
| Working with school governors/schoolboard                     | 2,64 | 11              |
| Developing good professional relationships with other schools | 2,6  | 10              |
| Working with administrators                                   | 2,5  | 8               |
| Working with groups and agencies in the local community       | 2,25 | 8               |
| Marketing   | 2,11 | 9               |
| Dealing with unions and professional organisations            | 1,63 | 8               |
|   |      |                 |
| <b>ADDITIONAL TOPICS</b>                                      |      |                 |
| Education policy of the specific education sector             | 4    | 1               |
|   |      |                 |
|   |      |                 |

All the topics, mentioned in the questionnaire in the domain “the strategic policy of the school” have a place in one or more curricula (table 13). Eight topics appear in ten or more curricula (of fourteen):

- ☐ School vision
- ☐ Implementing new ideas and innovations
- ☐ Strategic policy for the school
- ☐ Education policy of the national government
- ☐ Education policy of the local government
- ☐ Dealing with parents
- ☐ Working with school governors/schoolboard
- ☐ Developing good professional relationships with other schools

No topic appears in three or less curricula.

In one case there is a topic added:

- ☐ Education policy of the specific education sector (B).

Regarding the topics pre-formulated in the questionnaire, the following topics receive a importance-value of 3 or higher:

- ☐ School vision
- ☐ Implementing new ideas and innovations
- ☐ Strategic policy for the school
- ☐ Education policy of the national government
- ☐ Education policy of the local government

Only one topic receives an average value of 2 or lower :

- ☐ Dealing with unions and professional organisations.

The domain “strategic policy of the school” is also (just as “staff”) a very important domain in the curricula. All topics mentioned in the questionnaire have a place in the curricula. And a lot of topics are seen as important in the curricula. Most important topics in this domain are: education policy of the national government; education policy of the local government; school vision; strategic policy for the school; implementing new ideas and innovations. Of lesser importance is: dealing with unions and professional organisations.

#### **4.3 The most important topics**

Looking to the different topics, regardless of the domains, we see that the most important topics are (between brackets the value on a four-point scale):

- ☐ The culture of the school (3,83).
- ☐ School vision (3,71).
- ☐ Implementing new ideas en innovations (3,62).
- ☐ Human resource management (3,58).
- ☐ Strategic policy for the school (3,57).

Topic with the lowest value are:

- ☐ Attracting applicants for teaching positions (2).
- ☐ Warning, dismissal, redeployment of ineffective teachers (1,8).
- ☐ Dealing with unions and professional organisations (1,62).
- ☐ Financial or administrative restrictions of teacher recruitment (1,5).
- ☐ School building matters (1,33).

As said before, the respondents were also asked to formulate some general ideas, which play a role in the content of the program. In the questionnaire were five general ideas already formulated:

- ☐ General theories on educational management.
- ☐ Transformational leadership.
- ☐ The school as a learning organisation.
- ☐ Creating a network of professional colleagues.

- ☐ Enhancing the reflective competency.

It was possible to add topics on that list.

The respondents were also asked to give an indication of the importance of the topics on a four-point scale.

In the table 14 below, one can find the list with the general topics, including the added topics.

**Table 14: other general topics: mean value and appearance in number of curricula**

| Other general topics  | Mean | In... curricula |
|---|------|-----------------|
| 1 The school as a learning organisation                         | 3,8  | 10              |
| 2 Enhancing the reflective competency                           | 3,75 | 8               |
| 3 Transformational leadership                                   | 3,58 | 12              |
| 4 General theories on educational management                    | 3,46 | 13              |
| 5 Creating a network of professional colleagues                 | 3,27 | 11              |
| <b>ADDITIONAL TOPICS</b>  |      |                 |
| Contents and essentials of management                           | 4    | 1               |
| Management activities methods                                   | 4    | 1               |
| Management functions  | 3    | 1               |
| Organisational structures of management                         | 3    | 1               |
| Study of competencies and charge of work of schoolleaders in EU | 2    | 1               |

All the topics, mentioned in the questionnaire as “other general topics” have a place in most of the curricula. Four of five topics appear in ten or more curricula (of fourteen), while the topic with the lowest score, “Enhancing the reflective competency”, still appear in 8 curricula.

In two cases (BUL, CZ2) there are topics added:

- ☐ Contents and essentials of management (BUL).
- ☐ Management functions (BUL).
- ☐ Organisational structures of management (BUL).
- ☐ Management activities methods (BUL).
- ☐ Study of competencies and charge of work of schoolleaders in EU (CZ2).

All topics formulated in the questionnaire are seen as (very) important: the topic with the lowest score received still a score of 3,27.

One can say that there is a lot of agreement about the (high) importance of the other general topics, as formulated in the questionnaire.

## 5 The working methods

The same type of questions were asked, regarding the working methods. Do the methods have a place in the curricula, and what is the importance of the that topic in didactical approach?

In the table 15 below, one can find the list with the working methods, including the added methods. All the methods, mentioned in the questionnaire, have a place in most of the curricula. Five of nine of the methods appear in ten or more curricula (of fourteen), while the working method with the lowest score, coaching by peers, still appears in eight curricula.

**Table 15: working methods: mean value and apperance in number of curricula**

| Working method                | Mean | In... curricula |
|-------------------------------|------|-----------------|
| Discussions in small groups   | 3,57 | 14              |
| Application in a work-setting | 3,22 | 9               |
| Coaching by supervisor        | 3,22 | 9               |
| Training of skills            | 3,15 | 13              |
| Study of literature           | 3,08 | 13              |
| Coaching by peers             | 3    | 8               |
| Self-assessments              | 2,93 | 14              |
| Lectures                      | 2,86 | 14              |
| Tests                         | 2,56 | 9               |
| <b>ADDITIONAL METHODS</b>     |      |                 |
| Shadowing                     | 4    | 1               |
| Practice                      | 4    | 1               |
| real problem based approach   | 4    | 1               |
| ictbased counselling          | 4    | 1               |
| Portfolio                     | 3,5  | 2               |
| Individual written exercise   | 3,5  | 2               |
| Rolegames                     | 3    | 2               |
| Plenary discussions           | 2    | 2               |

In some cases, working methods are added:

- ☐ Rolegames (B, NL).
- ☐ Plenary discussions (CZ1, NL).
- ☐ Shadowing (FIN).
- ☐ Practice (FIN).
- ☐ real problem based approach (N).
- ☐ portfolio (N, NL).
- ☐ ictbased counselling (N).
- ☐ Individual written exercise (IS, S2).

All working methods, formulated in the questionnaire are seen as (very) important: except three (self-assessments, lectures and tests), the importance of the methods is 3 or more.

One can say that there is a lot of agreement about the (high) importance of the working methods, as formulated in the questionnaire.

## 6 Effects of the programs

As said in the introduction of this contribution, this project can maybe reveal some examples of good practices in the training of school managers. In order to identify a certain program as an example of good practice, it is necessary to know about the effects of that program. So, in the questionnaire, there were also questions regarding the measurement of the effects and the effects itself.

To start, in table 16, one can find the answers on the question if there is a reliable measurement of the effect of the program, and how the effects are measured.

**Table 16: :Country, measurement of the effects of the programs**

| Country | Is there a reliable measurement of the effect of the program?   | How are the effects measured  |
|---------|---|---|
| B       | Yes   | -   |
| BUL     | Yes   | Test, presentation of an idea, final discussion of the topic of the course, number of applications as indicator for interest in the topics  |
| CZ1     | No  | we measure the knowledge/ skills/abilities by introducing exams after each term, at the end of the program, and also by requiring (and evaluating) the essay written by the participant - the text should come out of what s/he is daily facing in his/her professional life and is related to the educational management   |
| CZ2     | No  | -   |
| FIN     | Not yet   | -   |
| IS      | No<br>The impact of this program was studied some years ago. The plan is to evaluate the program in 2002. | -   |
| IRL     | No  | -   |
| LV      | ?   | Questionnaire   |
| N       | No  | Based on students' evaluations during and after the programme: meetings with chosen representatives among students twice each semester, written evaluation at midterm and at the end of the programme   |
| NL      | Yes   | A one and a half year survey, directed on two drafts of each 150 persons (students and people who finished two years before the course), using questionnaires and interview-method  |
| PL1     | No  |   |
| PL2     | Yes   | By the graduate thesis of the students  |
| S1      | Yes   | A national evaluation of the whole program was carried out 1998 and focused on the achievement of The National goals. Effects were measures in mainly two categories: The area of school-development and the leader as a person. We have also done interviews with former participants and members of their staff, and husband or wife, in order to measure effects.<br>Questionnaire and interviews (the national evaluation)<br>Interviews – grounded theory (are own evaluation of former participants). |
| S2      | No  |   |
| SLO     | Yes   | Questionnaires, interviews, evaluations.  |

On the base of this answers, one can say that in only six cases, contributors say there is a reliable measurement of effects of the program. That does not mean that there is no measurement at all of the effects. For example, in one of the Czech programs (CZ1), and in the Norwegian program, there is a lot of effect-measurement, but there are no data about the reliability of the measurement. And even in the case that there is indicated that there is a reliable measurement, it is not always clear on the basis of which data this is said.

Furthermore, it was not specified in this question, what kind of effects (satisfaction, changes in competencies, more possibilities on the labourmarket) is asked for. So, a positive answer on the question (is there is there a reliable measurement of the effect of the program), can be restricted to some effects.

The question “How are the effects measured”? reveals some methods used in the measurement of the effects: tests, presentations, number of applications as indicator for interest in the topics, exams, written essays, questionnaires, student meetings, interviews on the base of grounded theory. Sometimes the meaning of former participants are taken into account. In most cases it looks like that the measurement is restricted to the students itself.

Furthermore, it seems that the measurements is based in almost all cases on the meaning of students during and or after the studies. Students are asked about their satisfaction, and about their professional qualities. In some cases, one ask also lectures and tutors. But there are no cases were there are also data available, coming from more objective observation or measurement of the operating competencies of the students.

**Table 17: Country, effects in relation to satisfaction and to professional qualities and competencies of students**

| Country | Effects   |  |
|---------|---|--|
|         | <i>In relation to the satisfaction of the students</i>  | <i>In relation to the professional qualities and competencies of the students</i>  |
|         |   |  |
| B       | Success experience<br>Mental support of the colleagues in the group   | Growing knowledge, skills and attitudes  |
| BUL     | Depending on the quality of the lectures and organisation, in most cases positive   | The participants enrich their knowledge about the theoretical basis of school management   |
| CZ1     |   |  |
| CZ2     | Students go through this training because they want to improve their qualification. We hope that they are satisfied in that direction. After passing the program they have better chance to get a job as schoolleaders, schoolmanagers. These conclusions are seen on discussions with students and on their contemporary and final assessment. | As mentioned at the left, the students of program gain higher degree of qualification, they are more competent in their positions. |
| FIN     | In Finland this is the first Leadership programme that gives teachers who will apply for Principals jobs an orientation in Management skills and administrative procedures.<br>The students are very satisfied for the opportunity to study leadership theories besides their teacher training programme.                                       |  |
| IS      |   |  |
| IRL     | Increased confidence, knowledge and self esteem.  | Increased competence, ability to manage schoolsystems.   |
| LV      |   |  |

|     |  |   |
|-----|--|---|
| N   | <p>Satisfied:</p> <p>Lectures (appropriate level, interesting topics, relevant for own work)</p> <p>Literature (appropriate level)</p> <p>Structure and organisation (good information, feel well cared for)</p> <p>Final exam (topics relevant, exam as a learning experience)</p> <p>Highly relevant for own work</p> <p>Built networks with other principals / teachers</p> <p>Groups of students working together through the course</p> <p>Not so satisfied:</p> <p>More time consuming than expected</p> <p>Some of the literature was difficult, especially at the beginning of the course</p> <p>The programme is most suited for students who work in primary / lower secondary schools</p> |   |
| NL  | Students are very satisfied, program corresponds with expectations,.   | A large shift in knowledge and competencies; some problems in developing the school as a learning organisation. |
| PL1 |  |   |
| PL2 | Effects are modified by the school system in which students work   | Discussion, project work and practical exercise bring good results in most cases                                |
| S1  | <p>The area of school-development: Methods and strategies for development work and for stimulating competence development for the staff, curriculum knowledge, understanding of the mission,</p> <p>The leader as a person: Increased self knowledge and self-confidence, higher capability to deal with problems and more confident of own values and intentions.</p> <p>The interview based evaluation of former participants showed the same impacts and effects.</p> <p>Our regularly recurrent evaluations show similar effects.</p> <p>Our regularly recurrent evaluations show similar effects.</p>   | See left. The critical question is about how to get reliable measurement of the effects on school – development |
| S2  | The students are very satisfied  | Many students have gained positions as school leader after the program  |
| SLO | Recognition of their previous knowledge is what they feel is important and comes from the courses, they like the mixture of theory and practice, they like the approach of lecturers, encouraging the networking and discussions, students like the content, instructional approach and organizational structure of the program  | managerial skills, knowledge, presentational skills, and maybe values seem better developed.                    |



On the base of the table 17 one see a lot of different kind of effects. In relation to the satisfaction of the students, there are effects such as: success experiences, mental support of the colleagues in the group, better chance to get a job, satisfaction with the opportunity to study leadership theories besides their teacher training programme, satisfaction with the program, the building of networks, with other principals / teachers, increased confidence, knowledge and self esteem, problems with the program (time consuming, difficulties with literature and so on).

In relation to the professional qualities and competencies of the students. One can notice effects such as: growing knowledge, skills and attitudes, growing competencies and ability to manage schoolsystems; some problems in developing the school as a learning organisation.

Also is indicated that effects are modified by the school system in which students work.

**Table 18: Country, relation between effects, and content and working methods**

| Country | Relation between effects and content   | Relation between effects and working methods  |
|---------|--|---|
| B       | -  | -   |
| BUL     | Effect is connected to the program   | No categorical Conclusions  |
| CZ1     | -  | We are trying to get feedback from the students – at several moments, and try to reflect these information in the development of the program  |
| CZ2     | Content of he program corresponds to goals   | -   |
| FIN     | -  | -   |
| IS      | -  | -   |
| IRL     | Those who completed the program give support and constructive criticism  | Adult learning methods work best  |
| LV      |  |   |
| N       |  |   |
| NL      | There is a relation in terms of increased confidence, knowledge and self esteem, but mediated by a specific didactical approach.   | The specific combination of specific working methods looks very important to reach effects in terms of increased confidence, knowledge and self esteem.   |
| PL1     |  |   |
| PL2     |  |   |
| S1      | We have the head-teacher and the development of the school as the core of the programme and improve the head-teachers know-ledge and skills for this by five perspectives:<br>The head – self-knowledge<br>The head in relation to the mission<br>The head and the relation to others within the school<br>The head and the relation to the school as an organisation<br>The head and the relation to social/ political environment.<br>This maybe give a good capacity not only for understanding but also for acting | Experience learning and by that method a direct connection to the participants work.<br>We work with residential courses – four days each - that allow us to work with experimental methods. We work with models and methods that have a parallel process in the participant's schools.<br>Besides this the consultancy which is an important part of the programme. Action based research in the participants own context. The stress on reflective competency |
| S2      | According to the students, the content of the of the program made them more qualified, whenever they have an position in the system.   |   |

|     |  |  |
|-----|--|--|
| SLO | the content is structured in the way that leads to better understanding of school as whole. We try to balance the managerial and leadership parts of headship by opening the areas and their relevance for head teachers. We point to the need of instructional leadership as well as to legal framework of the Slovenian education. The effects are not straightforwardly measurable but are often described as 'increased sensitivity' for all aspects of school's life. | We try to get the students engaged into discussions and group work which is meant to increase their capability for group work in their own schools, sharing the views and ideas and also their own expertise built on previous experiences and knowledge. We also support the 'role play' approach, problem solving approach and case studies. |
|-----|--|--|

On the base of this table one can say that it looks not easy to formulate firm conclusions about the relations between content of the programs or working methods and the effects. It looks as if only in one case (NL) there are some relations made clear, on the base of research, between content and methods on the one hand and effects on the other<sup>5</sup>.

## 7 Conclusions

- Only 7% of the population send in the questionnaire. That seems a low degree of answering. But two reasons can be given for this. First, we must take into account that not everybody in the network is involved in training school leaders. There are also researchers and school leaders. And secondly, the criterion of programs of 100 hours or more, is also limiting the number of possible answers.
- The selection of the programs is done by the people who fill in the questionnaire. That of course, does not assure that the presented programs are examples of good practices. But the programs can reveal characteristics of good practice, to be worked out in a later phase.
- Most of the programs are delivered by teacher-training institutes.
- Most of the programs are relatively young. The need for professionalisation is becoming more urgent, related to changes in the social and political context of schools, and as a consequence, to the more difficult demands on schools and school leaders.
- Most programs are in-service.
- Big differences can be seen between the programs, related to the function for which the programs are designed for: for a narrow group of only school principals in primary education to pre-service programs for all kind of educational leaders.
- There is a big difference between the different programs, regarding the studyload for the students, the duration, the proportion of contact-time in relation to the total study-time and the costs of the programs.
- Although the need for professionalisation is high, most programs are not compulsory. But some programs become more and more a model or a standard for school leaders.
- In most cases there is a form of certification, but the kind of certification differs a lot.
- The entrance-qualifications are rather formal, related to educational qualification and or years of experience or work in a certain function. As far as there are assessments, they are hardly selective.
- In most cases there are more female than male students. The average age of the male students is a little bit higher than the average age of the female students.
- The number of students in a draft differ a lot between the different programs.
- In order of importance, we can say that the domain "staff" is evaluated as the most important domain, followed by "the strategic policy of the school", "organisation and administration of the school" and "the curriculum and the results of the students".
- The most important topics are: the culture of the school, school vision, implementing new ideas and innovations, human resource management and strategic policy for the school. Also general topics as general theories on educational management, transformational leadership, the school as a

<sup>5</sup> Verbiest, E. K. Ballet, R. Vandenberghe, G. Kelchtermans, H. van de Ven: Uitgerust, een onderzoek naar de resultaten van de Magistrumopleiding voor schoolleider primair onderwijs, (Prepared, a study of the results of the Magistrumcourse for principals primary education) Fontys, 2000.

learning organisation, creating a network of professional colleagues and enhancing the reflective competency, are seen as very important. Lesser importance is given to attracting applicants for teaching positions, warning, dismissal, redeployment of ineffective teachers, dealing with unions and professional organisations, financial or administrative restrictions of teacher recruitment and school building matters.

- The most important working methods are discussions in small groups, application in a work-setting, coaching by a supervisor, skill-training, study of literature and coaching by peers. Working methods like self-assessments, lectures and tests are lesser important.
- Despite the big efforts, invested in this programs, the evaluation of the effects is not in many cases based on a reliable instrument. A lot of measurements is based on the meaning of the students. That is of course important and one can also say that the feeling of being professionalised in a good way can enhance the professional acting of people. But in general one must say that on the basis of the data it is not easy to formulate firm conclusions about relations between content of the programs or working methods and the effects.
- One result of this project so far is that the different contributors feel stimulated to compare the data with their own program, looking for blind spots, and making their own program more complete.
- Of course one must be very careful by interpreting the results. Two related reasons can be given for this warning. In the first place, most of the data are quantitative. And in the second place, the questionnaire does not give insight in the context and the meaning of the different programs, and of the meaning of the different subjects and topics. For example, if people value rather high the topic of culture, it is not clear what they are meaning by this topic in the context of the program. So this report gives only in a rough sense some information and is only a first step to explore further perspective on training school leaders. In such a next step the project must go into the deep. It means that in the next phase one must take into account the context and the meaning of the data.
- Some options were formulated as a next step. For example, trying to reveal what is under the surface of the data, by exploring the meaning of topics like culture. In the light of the big diversity that one can see in the programs, and in the light of the movement into Europe, related to the declaration of Bologna, it is also wise to try to make more unity in a program for educational management. So as a next step, people will be involved in the developing of a module about culture in the school that can have a place in a European program for educational management (Masterprogram). The topic is chosen on the ground of the importance that this topic received in the questionnaire.