11

The need for comprehensiveness in professional development

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

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leadership in education

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Recommendations

Leadership in Education

General Trends and necessary measures

Education and Culture DG
Lifelong Learning Programme

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1

European Added Value

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

2

European Added Value

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

3

Creating conditions for school leadership

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

4

Creating conditions for school leadership

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

5

The need for educational leadership

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

6

Supporting school leaders

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

7

Room for decision-making

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

8

Professional development and support

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

9

Professional development and support

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

10

The need for comprehensiveness in professional development

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