



## Country Background Report Luxembourg

### 1. Background – everyday reality versus political framework?

Most secondary schools in Luxembourg are public schools, financed by the government. Schools benefit from a reasonable financial aid for ordinary, teaching-related equipment and building-upkeep. Larger repair works are paid for by the government.

There are about 31 secondary, technical and vocational schools in Luxembourg. The heads and one or two assistant heads per school are nominated by the government.

### 2. Context

#### The national context (i.e. the actual focus in educational policies and in governance of schools)

The Ministry of Education determines the framework of the educational policy, lays down the structure of the school syllabus which is elaborated on a national basis by subject-bound teacher conferences, leaving room for choices of school books etc.

The Luxembourg school system is centralised leaving a certain liberty of action to school heads with the approval of the Ministry

#### The local (regional or municipal) context

School heads depend directly on the Minister of Education.

### 3. School Leadership concepts and practices

#### Conceptual framework

The headmaster is the hierarchical head of all the people working in his school. He is responsible for organizing the work of teachers and administrative and technical staff; for the pedagogical development and for the follow-up of school syllabi. He puts together the school budget. He is nominated by the Grand Duke and represents the school. The assistant headmaster assists the head

in all the domains given to him and replaces the head in case of absence. He is also nominated by the Grand Duke. Teachers are nominated by the Minister of Education and attached to one school.

#### The focus on teaching and learning

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

At the moment the head has few instruments of learning-centered leadership:

- school syllabi are worked out by national teacher conferences, they only fall into the competence of the school for optional subjects.
- heads can organize “think-days” for the teachers better to organize their contribution on a pedagogical, creative, and administrative level.
- heads can encourage teachers to take part in national and European learning programmes organized by (SCRIPT: Ministry of Education) and by ANEFORE :Comenius, Arion, language-assistantship etc.
- heads can encourage and arrange special times during the week for teachers of one or different subjects to meet regularly to organize, develop and plan, for in-service training, conferences, competence development etc...

#### Restructuring and re-culturing school organisations

School-heads can rely on a middle leadership group of up to eight people as well as on steering groups for different pedagogical and organizational aspects of the management of the school.

#### Establishing and negotiating the direction of school development

- By law the school head is encouraged to keep up a serious relationship with the parents', the teachers' and the pupils' committees which exist in every secondary, technical and vocational school.

- School authorities (staff of the Ministry of Education, sometimes the Minister herself) are met regularly at the board of the national heads and assistant heads (about once a month)
- Four times a year the head invites all the teachers to a general meeting (compulsory) or more often if necessary to submit information from the Ministry of Education and inform them about external expectations.
- If the head is not politically interested, there is rather little common ground with the local community.
- He may open the sports facilities of his school to local sports associations.

#### System leadership and cooperation in networks

Close relationships with other public schools' heads in and near our town facilitate regular exchanges between heads and contribute to improve teachers' and pupils' learning possibilities.

#### Examples of good practice

Good practice exists in:

- shared leadership between secondary schools of the town
- life-long learning in collaboration with ESHA – Luxembourg
- permanent consultation via Board of heads and ADEPPL as well as with political decision-makers.

## 4. Recruiting and educating school leaders

#### Recruitment and retention of leaders

- Normally the applicant is a teacher much involved in activities in many fields, pedagogical and organizational, of the school.
- the Association of heads and assistant heads of Luxembourg (ADEPPL), also member of ESHA, has convinced the Minister of Education to finance learning in management and further qualification either abroad or in Luxembourg.
- ADEPPL has submitted an official paper concerning the qualification of heads and assistant-heads to the Minister of Education.

- When the post of head or assistant head is vacant, the Minister of Education advertises this vacancy in all the public schools in Luxembourg so that all the teachers can apply for the post in question:
  - typical C.V. of head of school
  - teacher (any subject)
  - assistant head
  - head

#### Attractiveness of school leadership

Generally speaking, salaries are adequate and the social status is satisfactory. However, salaries of heads are only between eight and ten percent higher than those of teachers. Assistant heads' salaries range between those of heads and those of teachers.

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

The Minister of Education is responsible for teacher-training. An in-service training education of school leaders hinges on both educational and administrative objectives and is being introduced.

#### Coaching and other forms of support

ADEPPL on a national level, ESHA together with COMENIUS STUDY VISITS (formerly ARION) on a European level offer valuable help and are all effectively used.

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

The paper ADEPPL submitted to the Minister of Education lists the demands of the school on the heads and their assistants such as:

- job description and volume of work
- job requirements
- complexity of the job
- degree of responsibility
- social and human competences
- administrative competences
- organizational competences
- communicative competences
- integrational competences

## Appendix

### **Bibliography**

[http://www.men.public.lu/publications/syst\\_educatif\\_luxbg/systeme\\_scol\\_luxbg/090114\\_education\\_systems\\_europe/090114\\_eurydice\\_lu\\_en.pdf](http://www.men.public.lu/publications/syst_educatif_luxbg/systeme_scol_luxbg/090114_education_systems_europe/090114_eurydice_lu_en.pdf)

<http://www.legilux.public.lu/leg/a/archives/2004/0126/2004A18561.html?highlight=25%22juin%222004%22lycées>

[http://www.men.public.lu/sys\\_edu/070326\\_organigramme.pdf](http://www.men.public.lu/sys_edu/070326_organigramme.pdf)

