Educational leadership: Review of current theory, research findings and exemplary preparation programs FINAL REPORT

Belgrade/2015

Developing and implementing a joint, modern, interdisciplinary 60 ECTS Master program in Educational Leadership, including professional development courses

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Educational leadership:

Review of current theory, research findings and exemplary preparation programs

Final report

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This report was produced within TEMPUS project Master program in Educational Leadership (EdLead) 543848-TEMPUS-1-2013-1-RS-JPCR.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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INTRODUCTION

This report was produced within TEMPUS project Master program in Educational Leadership (EdLead), Working package 1 Needs analysis and review of state of art, Activity 1.2. Review of current theory and empirical research findings, as well as of exemplary preparation programs. Lead partner in this working package was Institute for Educational Research from Belgrade, Serbia.

The aim of this report is to provide review of state-of-art knowledge in the educational leadership domain in order to inform and assist project in developing top-quality master program in educational leadership. This report is accompanied with the needs analysis report and concept proposal for the master program.

The report is divided in three main chapters. First chapter deals with theoretical foundations of leadership. It starts with definitions of leadership and continues with considerations of its key components and related concepts. Further, the main theories of leadership are briefly outlined, with a specific emphasis on recent theoretical developments in the field of educational leadership. Than, the focus shifts to leadership roles, competencies and practices ending with an analysis of current approaches in the field of leadership standards with an introduction to Serbian standards of competencies for school principals. Second chapter provides a review of empirical research, especially of factors which make educational leadership effective in terms of improving student learning. A special section is devoted to brief overview of empirical research of educational leadership and related school phenomena in the Serbian context. Third chapter brings review of exemplary educational leadership preparation programs followed by detailed description of 14 reviewed programs, and a review of different approaches to principal certification.

THEORETICAL REVIEW

Leadership: mapping the concept

There is a great interest in educational leadership in the early 21st century. In many parts of the world there is recognition that schools require effective leaders if they are to provide the best possible education for their students. This is because of the widespread belief and research based-evidence that the quality of leadership makes a significant difference to school and student outcomes. The continually evolving educational reform agenda appears to have seized upon leadership as both an important target for reform and a vehicle for making other changes happen (Bush, 2007). This is the main reason why leadership has become a concept of increasing importance in the education literature. Before moving on to the analysis of school leadership research and preparatory programs, it is important to understand the concept of leadership and related concepts relevant for the field of educational leadership. Although this report concentrates on school leadership, we accept that there are common elements and trends in leadership practice across sectors and lessons can be learned from non-educational environments as well.

Different definitions of leadership

Knowledge about leadership comes from many different sources, including the wisdom of experience, philosophical, conceptual, and critical analyses, as from the empirical research. A lot of books and articles have been written about leadership: about how to define the concept, what

it should comprise and what effects it has. Despite many definitions of leadership that appear in the literature, there remains little consensus concerning what leadership is. Cuban (1988) found out that there are more than 350 definitions of leadership, but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders. Leithwood et al. (1999) contend that there is no agreed definition of the concept of leadership. Yukl (2002, pp. 4–5) adds that the definition of leadership is arbitrary and very subjective; also, some definitions are more useful than others, but there is no "correct" definition. Beside that, some definitions are quite narrow, the others are more complex. Here are some examples of often cited definitions of leadership.

> "Leadership is the process of influencing people so that they will contribute to organization and group goals" (Weihrich & Koontz, 1993).
> "Leadership is influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose" (Armstrong, 2004).
> "A manager's position is analogous to that of a gardener: the gardener cannot make the plants grow; he or she can only create the optimum conditions under which the plants' natural self-organizing tendencies can function. The gardener has to allow them to grow" (Hurst, 1995, cited in Mulford et al., 2004).

Given the widely accepted significance of leadership for school effectiveness (Daresh 1998; NCSL, 2001; Sammons et al.,1995; Sheppard 1996) and for school improvement (Hallinger and Heck 1999; Stoll and Fink 1996), it is important to establish at least a working definition of this complex concept. Considering that too narrow a definition might unduly restrict thought and practice, Leithwood and Riehl suggested a broad working conception of leadership:

> "Leadership exists within social relationships and serves social ends. Although leaders are individuals, leadership is embedded in social relationships and organizations and is expected to accomplish something for a group. It is not an individual or personal

phenomenon. Leadership involves purpose and direction. Leaders pursue goals with clarity and tenacity and are accountable for their accomplishment. In some views, it is the leader's role to develop and champion group goals. In other views, it is a more inclusive process, but one in which the leader is a key player. In still other cases, leadership may consist of the focusing of effort around a vision that originates elsewhere" (Leithwood & Riehl, 2005).

Recently, he defined leadership, as "the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals. This influence is typically reciprocal rather than unidirectional, and is exercised through relationships between and among individuals, groups, and the settings in which they find themselves. Leadership, defined in this way, is successful to the extent that it makes significant, positive, and ethically defensible contributions to progress in achieving the organization's vision and goals" (Leithwood, 2012).

Key components of leadership

It is obvious that most definitions of leadership have some common elements that can be considered as key components of leadership: influence, intention, function, contextuality, vision and personal and professional values.

Influence. A central element of most definitions of leadership is that it involves a process of influence. The main assumption is that leadership involves a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization" (Yukl, 2002).

Intention. The term "intentional" is important, as leadership is based on articulated goals or outcomes to which the process of influence is expected to lead. Leaders sometimes do things that have a direct effect on the primary goals of the collective, but more often their agency consists of influencing the thoughts and actions of other persons and establishing the conditions that enable others to be effective.

Function. Many observers of leadership acknowledge that leadership encompasses a set of functions that are not necessarily equated with a particular office or formal appointment. Persons in many different roles may do the work of leadership, although they often have different resources, abilities, and proclivities for doing so.

Contextuality. Leadership is contextual and contingent. Most contemporary theories of leadership suggest that leadership is practiced differently depending on the nature of the social organization, the goals being pursued, the individuals involved, resources and time frames, and many other factors, including characteristics of leaders themselves (Hallinger & Heck, 1996; Leithwood & Duke, 1999).

Vision. This is increasingly regarded as an important component of leadership. There are different views about whether vision is an essential aspect of school leadership or rather a feature which distinguishes successful from less successful leaders. Leithwood (1994) emphasize that educational leaders help identify new opportunities for the school and articulate a vision of the future that can inspire others. Beare, Caldwell and Millikan (1989) say that outstanding leaders have a vision of their schools – a mental picture of a preferred future – which is shared with all in the school community. Southworth (1997) summarizes the findings of several research projects and commentaries on leadership in primary schools and he suggests that principals are motivated to work hard "because their leadership is the pursuit of their individual visions" (p.47).

Personal and professional values. Certain definitions of leadership focus on the need for leadership to be grounded in firm personal and professional values. Wasserberg (1999, p.158) claims that "the primary role of any leader is the unification of people around key values". From his perspective, he argues that these core values should be:

- schools are concerned with learning and all members of the school community are learners;
- every member of the school community is valued as an individual;
- the school exists to serve its pupils and the local community;
- learning is about the development of the whole person and happens in and out of classrooms;
- people prosper with trust, encouragement and praise.

Greenfield and Ribbins (1993) add that leadership begins with the "character" of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability. Examining the values adopted by many school leaders in England and Wales Day, Harris and Hadfield's (2001) conclude that good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school.

Bearing in mind these common elements, we support definition of school leadership as the work of mobilizing and influencing others to articulate and achieve the school's shared intentions and goals, and successful school leadership to refer to leadership orientations and practices that have been demonstrated to have a positive impact on student learning, whether directly or indirectly through school conditions or the actions of others. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision.

One of the important conclusions from considerations on different leadership definitions is that no one formula of effective leadership is applicable in all contexts. Leadership functions can be carried out in many different ways, depending on the individual leader, the context, and the nature of the goals being pursued.

Related concepts: leadership, management and administration

Over the years, the terminology of "management" and "leadership" has been used in the organizational context both as synonyms and with clearly differentiated meanings. Accordingly, the field of educational leadership and management is pluralist, with many competing perspectives and an inevitable lack of agreement (Bush, 2007). Therewith, the term school leadership is often used interchangeably with school management and school administration depending on country contexts. For example, "management" is widely used in Britain, Europe and Africa, while "administration" is preferred in the United States, Canada and Australia.

One key debate has been whether educational leadership is a distinct field or simply a branch of the wider study of management. Cuban (1988) provides one of the clearest distinctions between leadership and management. He links leadership with change, while management is

seen as a maintenance activity. Louis and Miles (1990) distinguish between "management", referring to activities in the administrative and organizational areas, and "leadership", referring to educational goals and to inspiring and motivating others. Leithwood (2012) advocating such a distinction claim, that: (a) management is about the status quo while leadership is about change; (b) management focuses on the short term while leadership focuses on the longer term; (c) management is about keeping "the ship" running smoothly while leadership is about disrupting the status quo; (d) management is about "doing things right" while leadership is about "doing the right things".

In contrast, Imants and de Jong (1999) try to comprehend "management", on the one hand and "leadership" on the other, not as contrary poles but as complementary ones. They regard their leadership concept, "integral school leadership", as an integration of management and leadership tasks. This means that steering educational processes and performing management tasks coincide and overlap. The underlying understanding of "leadership" defines it as the deliberate "control" of other people's behavior. Therefore, educational leadership then means controlling the teachers' educational actions and the pupils' learning processes. Consequently, the central issue for a school leader is how to positively influence the teachers' educational actions and the learning activities of the pupils. Thereby, the combination of educational leadership and administrative management, which is often perceived as contrary by school leaders, loses its contradictory character. Dimmock (1999) makes a distinction between school leadership, management and administration while also recognizing that the responsibilities of school leaders often encompass all three. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

In this report, we support the conception given in OECD (2008) report and The Ontario leadership framework (2012) that management is an integral part of leadership and that successful schools need effective leadership, management and administration. The three elements are so closely intertwined that it is unlikely for one of them to succeed without the others. The integrative perspective on these concepts is meaningful because the tasks typically associated with all three concepts make potentially important contributions to the achievement

of organizational goals. Integrating what are sometimes considered to be leadership and management practices, therefore, avoids a fundamental misunderstanding of the leaders need to do in order to focus the commitments, energies and talents of the people in their organizations in service of their shared goals. Furthermore, several recent studies have found that among the large range of tasks associated with school leadership – some clearly intended to directly improve instruction and some primarily concerned with organizational management – those most directly concerned with organizational management make significant contributions to student achievement. These results support much earlier evidence, reported by Hallinger (2003), that leadership practices in his model of "instructional leadership" most directly focused on improving classroom instruction had weaker effects on achievement than practices directly aimed at building the organization (school culture, for example). Taken as a whole, this evidence indicates that school leaders not only need to provide fairly direct assistance to the instructional improvement efforts of their staffs, they also need to build organizational contexts which support and enable such those efforts.

Theories of leadership

In this section main theories of leadership will be briefly outlined. In most cases these theories are general and attempt to explain what makes a good leader in various professional and life settings. However, some, as transformational leadership, have strong base in educational research as well, thus allowing fruitful contextualization in educational setting. Others, as instructional leadership, are of particularly educational character as they originate from school-based research.

There are plenty of alternative and competing models of leadership. This review of theories intends to describe some of the main schools of thought, but it does not have an ambition to be comprehensive. Included are the following theoretical approaches:

- Leadership traits
- Leadership styles and behaviors

- Leadership skills
- Leadership competencies and practices
- Situational and contingency theories of leadership
- Transactional leadership
- Transformational leadership
- Instructional leadership
- Distributed leadership
- Integrated leadership

Leadership trait approach

Probably the earliest attempt to explain leadership and to explicate why only some of the leaders are successful was to look at their personality traits. This approach sees leader as a person having the greatest number of desirable personality traits (understood broadly as different personal dispositions). Therefore, key questions in this line of thought were: Which traits make a good leader? How can we identify those traits? Can we use them in the selection process? Can we train and develop them? Throughout the years many researchers provided lists of personality traits of (successful) leaders. Bass and Stogdill reviewed numerous studies linking personality traits and leadership carried until 1950 finding that leaders differ on six points:

- Constitution (intelligence, alertness, verbal skills, originality and judgment)
- Achievement (intellect, knowledge and athletic skills)
- Responsibility (reliability, initiative, persistence, aggression, self confidence and the desire to excel)
- Participation (activity, sociability, cooperation, adaptability and sense of humor)
- Status (socio-economic position and popularity)
- Situation (mental level, status, skills, needs and interests of followers, goals to be achieved, etc.)(Bass & Stogdill, 1990 cited in Krüger & Scheerens, 2012).

However, from the middle of the 20th century this approach has been largely abandoned since personality traits were found to be insufficient in predicting leader effectiveness (Stogdill, 1948). This prompted leadership scholars at the time to conclude that the search for universal leadership traits is futile and the consequent rejection of this line of research was long lasting (House and Aditya, 1997; Zaccaro, 2007).

Examining leaders' traits received new impetus in the last few decades, following the psychometric developments and the developments in the field of personality psychology – specifically the development of Big Five theory (McCrae & John, 1992). Judge and his associates (Judge et al., 2002) used the five-factor model as an organizing framework and meta-analyzed 73 samples and 222 correlations. They found that the correlations with leadership were for Neuroticism = -.24, Extraversion = .31, Openness = .24, Agreeableness = .08 and Conscientiousness = .28. Extraversion was found to be most consistent correlate of leadership across different study settings and leadership criteria. Overall, the authors found that five factor model had multiple correlation of .48 with leadership. The authors interpret these results as ''strong support for the leader trait perspective when traits are organized according to the five-factor model'' (Judge et al., 2002: 765).

Recently, trait approaches have again risen to prominence as noted by Zaccaro (2007). He advises, however that authors from the field, should 1) treat leader traits not in isolation but rather as integrated constellations of attributes that influence leadership performance, and 2) the qualities that differentiate leaders from non-leaders should be seen as far ranging and include not only personality attributes but also motives, values, cognitive abilities, social and problem-solving skills, and expertise. In line with these recommendations is the Model of leader attributes and leader performance (Zaccaro et al., 2004). This model defines several integrated sets of leader attributes grouped by their distal or proximal influence on leadership. Distal attributes are following: cognitive abilities (e.g. general intelligence, cognitive complexity, and creativity); personality (adaptability, extroversion, risk propensity, and openness); and motives and values (e.g. need for socialized power, need for achievement, and motivation to lead). Proximal attributes are: social appraisal skills (e.g. social and emotional intelligence, persuasion and negotiation skills); problem-solving skills (metacognition, problem construction and solution generation, and self-regulation skills); and expertise and tacit knowledge (Zaccaro, 2007). Other

models also have been developed in recent years, underlining the resurgence of trait approach in leadership research (The Leader Trait Emergence Effectiveness heuristic model, Judge et al., 2009; Integrated Model of Leader Traits, Behaviors, and Effectiveness, Derue et al., 2011).

Though the trait theory has been disputed and lessening in the popularity for a while, a number of recent researches have revived and updated the concept, making the approach still relevant today.

Leadership styles and behaviours

By the late 1940s leadership scholars became more interested in leadership styles and behaviours than leadership traits. In other words, they became interested in what leaders do and how they act. This line of research might be traced back to the famous research of Lewin, Lippit and White's study on three leadership styles: autocratic, democratic or laissez-faire (Lewin, Lippit and White, 1939). Later on researchers of the leadership style determined that leadership is composed of two general kinds of behaviours: *task behaviours* and *relationship behaviours* (Northouse, 2013). Task behaviours facilitate goal accomplishment – getting work done (it includes setting goals, allocating labour, creating organisational structures, etc). Relationship behaviour seeks to increase the wellbeing of the members of the organisation by giving encouragement and support, promoting conflict resolution, inspiring personal fulfilment, etc. Many authors have come to similar division, since the dichotomy first appeared in Likert's Michigen study of leadership in the 1950s (actual terms used in the study were production orientation and employee orientation) (Likert, 1961). Combining the two concerns (concern for production and concern for people) Blake & Mouton (1985) have developed well-known model of (leadership) managerial grid. The grid connects concern for production and concern for people in a model that five major leadership styles.

As Leithwood et al. (1990) showed, various studies of principals examined behaviour in terms of the two dimensions (task and relationship orientation) and four leadership styles (reached by combining these two dimensions). However, educational leadership behaviour might be, and often is, conceptualized in a different sort of dualism. The principal simultaneously encompasses 'chief executive' behaviours (administrative leader) and 'leading professional' behaviours (educational leader) (Hughes, 1985 cited in Krüger & Scheerens, 2012). However,

researchers have not been always trying to classify all leadership behaviours in neat categories or styles. Actually, behaviours are often listed within meaningful sets of practices which effective leaders share. For instance, Barber and associates (Barber et al., 2010) state that research highlights these sets of practices: building a shared vision and sense of purpose, setting high expectations for performance, role modelling behaviours and practices, designing and managing the teaching and learning program, establishing effective teams within the school staff and distributing leadership among the school staff, understanding and developing people, protecting teachers from issues which would distract them from their work, establishing school routines and norms for behaviours, monitoring performance, connecting the school to parents and the community, and recognizing and rewarding achievement.

Leadership skills

The basic idea of skills-based leadership theory is that good leaders have a set of skills needed for effective leadership. Like trait approach, it is leader-centred perspective, though it focuses on dispositions that can be developed over time. The main emphasis is on what leaders *do*, and not on what they *are*. One of the major consequences of this approach is that it presume that anyone can become a leader if only work hard to develop the skills of a good leader.

The skills theory of leadership becomes influential theory with the publication of Robert Katz's paper "Skills of an Effective Administrator" in 1955. Katz identified three basic skill areas that executives had in common: technical, human and conceptual. Technical skills are related to the field of work (e.g. skills to analyzing, applying specialized knowledge, and using appropriate tools). Human skills encompass ability to work with people – take into account others' needs and motivation, nurturing cooperative work, creating mutual trust, etc. Conceptual skills are needed to work with ideas and abstract notions translating this into setting vision, goals, policies and strategic plans (Katz, 1955).

This classic approach has been revived in the last few decades emphasizing leader's ability to solve complex organizational problems. The most influential in this respect is comprehensive skill-based model of leadership by Mumford and his colleagues (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). They proposed a capability model (knowledge and

skills) of leader's performance which outlines five major components: competencies, individual attributes, leadership outcomes, career experiences, and environmental influences. However, in the heart of the model are competencies, i.e. problem-solving skills, social judgment skills, and knowledge.

Leadership competencies and practices[1]

The notion of competencies has become pervasive in the last few decades in many professional fields. Competencies are manifested in performing relatively complex activities and encompass specific integration of knowledge, skills, attitudes and other attributes needed in a specific professional situation. In this sense, the competency approach becomes overarching and integrative as it takes into account traits, skills, knowledge, capabilities, behaviours, roles, etc. However, competencies are skewed toward behavioural approach, as one of its main advantages seems to be possibility to assess competencies through observable behaviour.

Leader must have a variety of competencies in order to become effective. Determining competencies starts by determining the leadership roles which are than broken down into smaller subunits (practices and related competencies) and indicators used to determine whether a principal is effective (Krüger & Scheerens, 2012). Later in this report leadership competencies will be dealt with more thoroughly. Here is presented only an example from the Ontario Leadership Framework for Principals and Vice-Principals (Ontario Ministry of Education, 2007). One of five broader sets of practices that constitute this framework is setting directions (*the principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations*). Further, a group of more specific leadership practices is described (e.g. *the principal ensures the vision is clearly articulated, shared, understood and acted upon by all*). Then the set of specific competencies follow (Skills: e.g. the principal is able to think strategically and build and communicate a coherent vision in a range of compelling ways; Knowledge: e.g. *the principal has knowledge and understanding of local, national and global*

[1] This approach will be elaborated further in the text. Its short description here has the purpose of placing it in the context of other influential approaches and models.

trends; Attitudes: e.g. *the principal demonstrates commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable*).

However, the competency approach has been also disputed in recent years and a number of negative consequences of the 'field's uncritical acceptance of this technique' has been voiced (Hollenback et al., 2006; Leithwood, 2012). Hence, in the newest Ontario Leadership Framework 2012 (Leithwood, 2012) a focus is on practices in an attempt to overcome the limitations associated with a focus on competencies. Practice is defined as 'a bundle of activities exercised by a person or group of persons which reflect the particular circumstances in which they find themselves and with some shared outcome(s) in mind. Conceptualizing leadership as a set of practices reflects both the adaptive qualities and expert problem-solving processes emphasized in some previous accounts of effective leadership' (Leithwood, 2012, p.5).

Situational and contingency theories of leadership

The basic idea of the situational approach is that different situations demand different kinds of leadership. In other words, effective leader adapts his or her style to the demands of a situation. The approach was developed by Hersey and Blanchard (1969) based on Reddin's (1967) 3-D management style theory (Northouse, 2013). Main motive is that there is no "one size fits all" approach to leadership.

Basic assumption is that employees' skills and motivation vary over time and leaders should change the degree to which they are directive or supportive. Leaders must first identify their most important tasks or priorities. Than, leaders must consider the employees' ability and willingness to perform given tasks and apply the most appropriate leadership style to fit the given situation.

The Situational Leadership II (SLII) model (Blanchard, 1985) distinguishes four so called development levels of subordinates taking into account their competence and commitment:

- D1 - low in competence and high in commitment
- D2 - moderately competent and low in commitment
- D3 - moderately competent but lacking commitment
- D4 - great deal of competence and a high degree of commitment.

When leaders determine where subordinates are on the developmental continuum, they should adapt their leadership styles in order to be effective. The theory conceptualizes four leadership styles, combining high and low ends of directive and supportive behaviour:

- S1 - Delegating style (Low Supportive and Low Directive Behaviour)
- S2 - Supporting style (High Supportive and Low Directive Behaviour)
- S3 - Coaching style (High Directive and High Supportive Behaviour)
- S4 - Directing style (High Directive and Low Supportive Behaviour)

Another important aspect of the theory is development level. Development level is the degree to which subordinates have the competence and commitment necessary to accomplish a given task or activity.

Closely related to the situational approach is so called contingency theory. The basic premise is that the effectiveness of the leader is contingent on the match of leadership style and the situation. Probably the most famous version of contingency theory is the version of Fiedler (1967). Firstly, he classifies leadership styles in two categories: task-motivated leadership and relationship-motivated leadership. Furthermore, contingency theory suggests that situations can be characterized in terms of three factors: leader–member relations (good or poor), task structure (high or low), and position power (strong or weak leader power). Combining the modalities of these three factors we get 8 situations of different favorableness. The most favorable is having good leader–follower relations, well defined and structured tasks, and strong leader–position power, while the least favorable is poor leader–follower relations, unstructured tasks, and weak leader–position power with all other falling in between. The theory suggests that for certain situation the best option is certain leadership style. Namely, task-motivated leaders will be effective in both very favorable (high control) and very unfavorable (low control) situations, while leaders who are relationship-motivated will be more effective in moderately favorable situations.

Transactional leadership

Transactional leadership models focus on the exchange that occurs between leaders and followers. It represents those exchanges in which both the leader and the followers influence one another so that each derives something of value (Yukl, 2002). Transactional leaders approach followers with ''an eye toward exchanging'' (Burns, 1978, p.4) and they are influential because it is in the best interest of subordinates for them to do what the leader wants (Kuhnert & Lewis, 1987). In transactional leadership, leaders and followers exchange needs and services in order to accomplish independent objectives. As Sergiovanni puts it, the wants and needs of followers and the wants and needs of the leader are traded and a bargain is struck. Positive reinforcement is given for good work, merit pay for increased performance...and so on. (Sergiovanni, 1991, p.125). In school settings, this implies that interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange of transaction (Miller & Miller, 2001), so the school leader is seen as a manager of the transactions (Moose & Huber, 2007).

Burns (1978) earlier work was important in defining two conceptualizations: transactional leadership and transformational leadership. Bass and Avolio (1994) have further refined these phenomena in their Full range of leadership model. They have indentified two transactional leadership factors. First is contingent reward – the leader tries to obtain agreement from followers on what must be done and what the payoffs will be for the people doing it. The second factor is Management-by-Exception - when the leader monitors the follower and uses corrective criticism, negative feedback, and negative reinforcement. It uses more negative reinforcement patterns than the positive. Management-by-Exception takes two forms: active and passive. Active form assumes that leader observes followers closely for mistakes or rule violations and then takes corrective action. Passive form presumes interventions only after standards have not been met or problems have arisen.

Transformational leadership

One of the current and most popular approaches to leadership is the transformational approach (Northous, 2013). As Yukl (1999) posits, all transformational approaches to leadership emphasize emotions and values. Transformational leaders often have a strong set of values and ideals, and they are effective at motivating followers to act in ways that support the greater good rather than their own self-interests (Kuhnert, 1994), and to accomplish more than what is usually expected of them (Northouse, 2013). Transformational leadership describes a particular type of influence process based on increasing the commitment of followers to organizational goals (Bush & Glover, 2003) and fostering capacity development which in turn results in extra effort and greater productivity (Leithwood & Jantzi, 2006).

Emergence of transformational leadership as an important approach to leadership is linked with the work of James MacGregor Burns (1978) where he wrote that "Such leadership occurs when one or more persons engage with others in a way that leaders and followers raise one another to higher levels of motivation and morality"(Burns, 1978, pp 20)[2]. For further development of the idea credits often go to the work of Bass and Avolio. Bass (1985) suggested that transformational leaders motivate followers to accomplish more than expected by a) raising followers' levels of consciousness about the importance and value of specified and idealized goals, b) getting followers to transcend their own self-interest for the sake of the team or organization, and c) moving followers to address higher level needs. Bass and Avolio (1994), furthermore identified four factors ('the four I's') of effective transformational leadership:

1) Idealised influence - transformational leaders are role models
2) Inspirational motivation – transformational leaders behave in ways that motivate and inspire others
3) Intellectual stimulation – transformational leaders stimulate follower's efforts to be innovative and creative

[2] At about the same time House (1976) published a theory of charismatic leadership which earlier was often made even with transformational leadership.

4) Individualised consideration – transformational leaders pay attention to each person's needs for achievement and growth

Other authors also contributed to the understanding of transformational leadership. Kouzes and Posner (2002) identified five fundamental practices that enable leaders to get extraordinary things accomplished: model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart.

The development of idea of transformational leadership in the area of education was emphasized in the work of Kenneth Leithwood and his colleagues (Leithwood, Jantzi, & Steinbach, 1999). Their model of transformational leadership encompasses three broad categories of leadership practices, including a total of nine more specific dimensions of practice.

First category is **Setting Directions** and Includes following dimensions:

1) Building, developing a widely shared school vision,
2) Developing specific goals and priorities,
3) Holding high performance expectations.

Second category is named **Developing People** and contains the dimensions:

4) Providing intellectual stimulation,
5) Offering individualized support,
6) Modeling desirable professional practices and values.

The third category, **Redesigning the Organization**, includes the dimensions:

1) Developing a collaborative school culture,
2) Creating structures to foster participation in school decisions, and
3) Creating productive community relationships.

Each dimension is made up of multiple, more specific, practices which encourage contingent responses on the part of leaders depending on the contexts of their work (Leithwood & Jantzi, 2006).

It can be concluded that transformational leadership models focus on the means by which leadership builds the school's broader capacity for change and learning. Transformational leadership is more explicitly focused on organisation and people development. Transformational leadership is more oriented on secondary processes that are aimed at

improving organisational structures, organisational culture and organisational processes (Krüger & Scheerens, 2012).

Instructional leadership

Instructional leadership is a model of leadership inherently rooted in educational settings. In contrast with many earlier leadership models that were applied to school context (e.g. situational leadership, trait theories, contingency theory), this model focuses, together with transformational leadership, explicitly on the manner in which the educational leadership brings about improved educational outcomes (Hallinger, 2003).

The emphasis of instructional leadership is on the direction and impact of influence (student learning via teachers) rather than the influence process itself (Bush & Glover, 2003). Leithwood et al. (1999) points to different meaning of the concept but suggests that instructional leadership typically assumes that the critical focus for attention by leaders is the behaviour of teachers as they engage in activities directly affecting the growth of students.

Instructional leadership models emerged in the early 1980s from early research on effective schools (Hallinger, 2003). Researchers made a sharp distinction between instructional leadership and administrative leadership, leading to development of a so called 'narrow' conception of instructional leadership, defined by those actions that are directly related to teaching and learning (Sheppard, 1996). This model became very popular, at least in the USA. Krüger and Scheerens (2012) describe what these activities are, as shown in research of effective school leaders:

- Promoting an orderly and stimulating work climate
- Emphasising basic skills
- Performing student monitoring
- Co-operating with teachers on curricular and instructional issues
- Encouraging and rewarding teachers
- Supervising and controlling teachers
- Advancing the skills, expertise and professionalism of teachers

Broad conceptualization moves further than focusing leadership only on curriculum and instruction. The most frequently used conceptualisation of instructional leadership was developed by Hallinger (2000). His model outlines three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (further split into ten instructional leadership functions).

Defining the school's mission encompasses two functions: framing the school's goals and communicating the school's goals. These functions concern the principal's role in working with staff to ensure that the school has clear, measurable goals that are focused on the academic progress of its students. It is the principal's responsibility to ensure that these goals are widely known and supported throughout the school community (Hallinger, 2003, p.332).

Managing the instructional program entails three leadership functions: supervising and evaluating instruction, coordinating the curriculum, monitoring student progress. These functions require the leader to be deeply engaged in the school's instructional development. It involves such activities as observing teachers in their classrooms, monitoring student progress, giving teachers suggestions on how they might improve their work, co-ordination and guidance of teachers thus ensuring consistency and cohesion in a school's educational programme, encouraging collaboration among teachers, etc.

The third dimension, *promoting a positive school learning climate*, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, providing incentives for learning. As Hallinger argues this dimension is broader in scope and intent. It conforms to the notion that effective schools create an 'academic press' through the development of high standards and expectations and a culture of continuous improvement (Hallinger, 2003).

Distributed leadership

All the conceptions of leadership described so far have the basic idea of singular nature of leadership. Recently more emphasis is given to distributed leadership – a notion that leadership is not individual, but group and organizational quality (Ogawa & Bossert, 1995).

Bennett and associates (Bennett et al., 2003) suggest that there are few clear definitions of distributed leadership and that it has variety of meanings. They suggest that the main distinctive element of distributive leadership is perspective of leadership as conjoint activity, emergent property of a group or network of interacting individuals. It focuses on mobilizing leadership at all levels in the organization, distributing leadership practice, not just relying on leadership from the top. Distributed leadership is about leadership practices rather than leaders' roles, functions, routines and structures – the distributed perspective defines these leadership practices as the interactions between people and their situation (Spillane, 2005). Harris (2005) enlists a few key points about distributed leadership:

- Distributed leadership is not delegation
- Distributed leadership is an organizational condition
- Distributed leadership is promoted not mandated
- Distributed leadership is inclusive
- Distributed leadership does not mean everybody leads
- Distributed leadership has many organizational configurations

The idea of distributed leadership is not new, but there is the growing enthusiasm within the research community. Moreover it is one of the most influential ideas to emerge in the field of educational leadership in the past decade (Hallinger and Heck, 2009).

Integrated leadership

Giving the diverse schools of thought on leadership, expectedly different authors tried to conceptualize integrated models. One of those is already described the Full range of leadership model of Bass and Alvio who tried to provide "two-factor theory" of leadership believing that transactional and transformational components can be complementary. In the field of educational leadership these integrative forces are mainly directed towards integration of instructional and transformational leadership, as the two have emerged as the most frequently

studied models (Heck & Hallinger, 1999), i.e. two primary images of school leadership in recent decades (Marks & Printy, 2003).

The basic assumption of integral leadership is that distinguishing between instructional leadership and administrative leadership is not very effective, primarily because it leads to fragmentation and segmentation (Krüger & Scheerens, 2012). Leithwood states that school leadership should be considered from an integral, school-wide perspective, which should form the foundation for questions concerning what to do to improve the school and how to do it. This comes from the fact that school leaders have to work with children and promote their learning and also work with adults and promote adult learning as well (Moose & Huber, 2007). Marks and Printy (2003) call for integrated view on leadership – transformational leadership coupled with shared instructional leadership. Transformational leadership, in their view, is essential in supporting the commitment of teachers and is a prerequisite of instructional leadership. However, it does not lead to improvements in student outcomes, as it lacks a clear focus on teaching and learning. Integrated leadership is effective in eliciting the instructional leadership of teachers for improving school performance (Marks & Printy, 2003: 393). School leaders should be both transformational and instructional leaders. Transformational leadership provides the conditions that support school improvement, and instructional leadership attends to the issues that actually matter in improving student achievement. In other words, ''school leaders not only need to provide fairly direct assistance to the instructional improvement efforts of their staffs, they also need to build organizational contexts which support and enable such those efforts'' (Leithwood, 2012, p.7).

Integrated model is also the one proposed by Leithwood and colleagues (Leithwood et al., 2006), which puts forward four core leadership practices – building vision and setting directions, understanding and developing people, redesigning the organisation, and managing the teaching and learning programme. These four broad categories of leadership practices, and the 14 more specific sets of behaviours they encompass, capture the results of a large and robust body of evidence about what successful leaders do.

Building vision and setting directions: this category is about the establishment of a focus to the individual and collective work of school staff and creating shared purpose as a basic stimulant for one's work. The more specific practices in this category are 1) building a shared

vision, 2) fostering the acceptance of group goals and 3) demonstrating high-performance expectations.

Understanding and developing people: practices in this category make a significant contribution to motivation, but their primary aim is building not only the knowledge and skills which teachers and other staff need in order to accomplish organisational goals but also the dispositions (commitment, capacity and resilience) to persist in applying those knowledge and skills. The more specific practices in this category are 4) providing individualised support and consideration, 5) fostering intellectual stimulation, and 6) modelling appropriate values and behaviours.

Redesigning the organisation: the specific practices included in this category are concerned with establishing work conditions including 7) building collaborative cultures, 8) restructuring and reculturing the organisation, 9) building productive relations with parents and the community, and 10) connecting the school to its wider environment.

Managing the teaching and learning programme: the specific practices included in this category aim to create productive working conditions for teachers by fostering organisational stability and strengthening the school's infrastructure. Specific practices are 11) staffing the teaching programme, 12) providing instructional support, 13) monitoring school activity and 14) buffering staff against distractions from their work.

* * *

In this report, the review of theories of leadership describes some of the main approaches to leadership (leadership traits; leadership styles and behaviors; leadership skills; leadership roles, competencies and practices; situational and contingency theories of leadership, as well as different models of leadership (transactional, transformational, instructional, distributed and integrated). While each of these lines of thought sheds light on various aspects of leadership, the prevalent belief today is that leadership should be thought about in an integrative way. When thinking of effective leaders we have to consider traits and competencies, behaviors and practices, situation and contexts, etc. More specifically for educational realm, it has been increasingly argued that leaders should be both transformational and instructional leaders.

Transformational leadership provides the conditions that support school improvement, and instructional leadership attends to the issues that actually matter in improving student achievement. In other words, school leaders not only need to provide fairly direct assistance to the instructional improvement efforts of their staff, but they also need to build organizational contexts which support and enable such efforts.

The integrated model of educational leadership, advocated, among others, by Leithwood and colleagues (2006) offers comprehensive, pragmatic and focused view on leadership. At the heart of this model lie creation of the vision, development of people, redesign of the organisation, and management of teaching and learning. These four broad categories of leadership practices, and the 14 more specific sets of behaviours they encompass, are based on robust research evidence about what successful leaders do. This integrated model may provide a firm theoretical and operational framework that would be very relevant and helpful for the Serbian context.

Leadership roles, competencies, and practices

Leadership roles

In the literature on educational leadership, one of the approaches to defining effective school leadership is by leader's roles. Roles are the positions that are defined by a set of tasks and responsibilities of any job. The roles and functions of school leaders have changed in many countries of the world in the 21st century. In addition to the traditional and already diversified range of tasks, completely new ones have been added, and the character of accustomed duties has changed as well. The managing and leading tasks of school leadership are both complex and interrelated, so that there is no clearly defined, specific "role" of school leadership, but at best a composition of many different aspects. International school leadership research already features a number of different alternatives for classifying school leadership roles. Various approaches allocate school leadership action within various ranges of duties and assign responsibilities and activities to these (e.g. Caldwell & Spinks, 1992; Huber, 2004; Katz, 1974; Jones, 1987; Leithwood & Montgomery, 1986).

For example, Huber (2004) suggests classification with more than ten roles, some of which are: (1) *developer of organization* (leader as someone who being "change agent" is responsible for school development processes, that is for their initiation, implementation, institutionalization, and evaluation); (2) "*people person*" (that is person who wants to have a very good relationship with teachers, pupils and parents; he encourages, counsels and convey appreciation; it also includes work with people outside of school; (3) "*homo politicus*" (able to act diplomatically and "committee-politically", possessing and applying political intuition; (4) *mediator* (not only in internal relationships but also in contacts between the school and its environment, that is between internal and external interests); (5) *administrator and organizer* (the administration of resources); (6) *people manager* (responsible for the effective and efficient deployment of all teaching and non-teaching staff); (7) *financier and entrepreneurs* (decide, together with the respective persons on the effective and efficient use of the resources within the assigned budget), etc.

Quinn et al. (1996) assume that leaders must match the culture of their organizations and emphasize the roles of leaders from this perspective. They adopt the concept of management roles, of which two fit within each culture of organization. For example, the roles of *director* and *producer* fit within the rational culture. The role of the director involves carrying out a vision, providing direction, stimulating actions and providing people with the opportunity to realize the leading vision by providing them with the means and the space necessary to achieving the mission. It is also important in such organizational cultures that work be carried out according to demands and goals. The role of the producer therefore also involves the accomplishment of tasks that are compatible with optimizing production. The roles of the *coordinator* and *controller* are compatible with an organizational culture that emphasizes rules and procedures. The coordinator determines what will happen and when, and planning, organizing, giving feedback and similar skills are of eminent importance. The role of the controller is an extension of this, albeit at some distance from the primary process. The controller's role primarily involves the management of information. The *mentor* role and the *stimulator* role are important for a culture that is directed toward consensus. The former involves such skills as coaching, effective communication and increasing personal insight, while the latter involves skills directed toward stimulating cooperation. In more concrete terms, skills contribute to team cohesion ("team building"), conflict management and increasing the problem-solving ability of teams. Finally, a development-oriented culture calls for the roles of *innovator* and *mediator*. The innovator role is the most obvious, as development necessarily implies change and adaptation. The innovator must be capable of generating enthusiasm and support for the changes at hand. The role of the mediator involves mediation between the internal and external environments. For example, one of the tasks is to create and secure the availability of means for giving shape to changes.

Whether school leader must manage all of these and similar roles is unclear. On the one hand, there must arguably be a match between culture and the roles that a school leader must fulfill. This also implies that things can go wrong when the two are not in balance. It can nevertheless be argued that all roles be fulfilled in order to safeguard the effectiveness of the (school) organization. This standpoint thus approaches the propositions offered by Leithwood and Montgomery (1986) that principals are especially effective when they work in an integrative way. They must not only be good instructional leaders, but must also possess a high level of

interpersonal and administrative skills. This does not mean, however, that one person must fulfill all of these roles. It is also possible for a management team to fulfill these roles.

Leadership competences

The highly diverse and extensive activities and roles of school leaders presuppose substantial competences. A competence approach to management was first applied in the American economy and industry in the 1970s and was borrowed from there for the analysis of school leadership and its requirements at the same time in the USA, and, later, in Great Britain, Australia, New Zealand and Canada as well. A competency can be defined as a person's capacity to connect knowledge, skills, attitudes and professional identity relevant for a certain professional situation to personality characteristics and to deploy these in an integrated way to enable adequate acting in specific professional situations (Krüger, 2009, p. 120). A holistic competence approach takes into account values and expectations, attitudes and attributes, motivation, knowledge and understanding, abilities and skills, aspects of how one sees oneself, and of one's social role (Huber, 2004).

In consideration of the complexity of school leadership tasks, it is reasonable to assume a complex competence structure. Moreover, the emergence and application of competences depend on the context. A further differentiation is hinted at in the considerations concerning a dynamic "life cycle" of competences. The idea here is that, over a period of time, different competences are required within an organization, some are newly required (emerging), while the importance of others decreases (maturing) and others remain relatively constant (core), still other competences are only relevant for a certain amount of time (transitional). For school leaders to adequately cope with the requirements of the continuously developing school, varying competences are needed at different points in time. Although Huber (2004) says that the amalgam of school leadership competence cannot be atomized into isolated single competences, he considers that it is useful to illustrate individual areas of competence for a better understanding of the complexity: first of all, school leaders need to possess "social competences", since being skilled in interpersonal affairs is an indispensable basis for successful

professional interaction, the importance of which has increased due to the modified framing conditions in which schools are operating. Additionally, "'personal competences" are needed. They include personal abilities and attitudes, like being open to innovation and initiatives, flexibility in thinking and acting, the ability to live with changes and endure uncertainties, analytical skills, and also a wide range of concrete knowledge in different areas. "Administrative competences" are required for performing the tasks related to being managers of the school. This also incorporates the appropriate knowledge concerning education, school law and regulations, but also efficient administration and organizational psychology etc.

The setting of competencies occurs firstly by determining the roles out of which the competencies flow. "Key roles" must then be identified and subsequently broken down into smaller subunits ('key units'). The behavioral criteria or actions ("performance criteria") that are suitable indicators are subsequently investigated in order to determine whether a principal is effective. One example of this approach can be found in the competency model developed in Australia (Australian Principal Association 2000). In this approach, one of the key roles principals must fulfill is to relate to teachers effectively; they must be capable of communicating effectively with the staff, developing the teaching staff professionally, delegating tasks and responsibilities, handling conflict and showing respect for the personnel. These elements are subsequently translated into specific and observable behavioral criteria. Another approach stems from the Netherlands. A professional standard for school leaders has been developed lately. This standard consists of five general competences: vision orientation; context awareness; deployment of strategies that match new forms of leadership; organization awareness; and higher order thinking (Krüger, 2009).

The compilation of competences necessary for a successful occupation of a position can reasonably be used for different purposes. Firstly, from competence standards clearly defined criteria for selecting staff can be deduced. Secondly, by means of competence listings, one can attempt to systemize the successes and goals of continuous professional development in the context of school development processes. Thereby, evaluations of the development of an individual teacher, a subject department or the school as a whole can be carried out. In this context, they are also used for self-assessment. The experiences of using competence listings by schools, as indicated by Esp (1993), were all very positive. Teachers and school leaders felt

compelled to reflect on competences, which in turn helped them to understand their own roles and those of others more clearly and to develop plans for their personal professional development.

Leadership practices

The concept of leadership practices appears in literature as distinct from competencies. Based on many large-scale quantitative studies some authors have identified a stable set of practices common to most successful leaders in most contexts. This evidence, from school and non-school contexts, points to three broad categories of leadership practices that contribute to success. There are different names of categories used by different authors: (1) Setting directions, Developing people and Redesigning the organization (Leithwood,1994); (2) Visioning strategies, Efficacy-building strategies, and Context-changing strategies (Conger & Kanungo, 1998); (3) Purposes, People, and Structures and social systems (Hallinger & Heck 1999).

Commonly cited weaknesses of efforts to define management and (especially) leadership competencies include according to Leithwood (2012):

- The fragmentation of roles that are better understood as integrated wholes;
- The assumption that a generic set of capacities is suitable in all contexts;
- The focus on current and past performances rather than what is needed to meet future challenges;
- The emphasis on measurable behaviors to the exclusion of more subtle dispositions and softer interpersonal qualities sought from people at many levels across the organization;
- Lack of empirical evidence linking competencies to improved organizational outcomes;
- The encouragement of conformity rather than diversity on the part of individuals;
- The assumption that those who excel in the same role display the same behaviors.

Introducing the concept of practice, rather than the notion of competence aims to acknowledge: (a) the situated and social context in which leadership is exercised; (b) the central nature of relationships in leadership work; (c) the importance of leaders responding flexibly to the situations, events and challenges which present themselves in order to accomplish

important goals; (d) the shared nature of leadership work in virtually all organizations. Accordingly, a "practice" is a set of activities exercised by a person or group of persons which reflect the particular circumstances in which they find themselves and with some shared outcomes in mind. Conceptualizing leadership as a set of practices reflects both the adaptive qualities and expert problem-solving processes emphasized in some previous accounts of effective leadership. So a focus on practices overcomes many of the limitations associated with a focus on competencies. But not all, as Leithwood (2012) recognizes discussing the revised the Ontario Leadership Framework.

Both the original (2005) and newly revised Ontario Leadership Framework (2012) consist of five domains of practices – Setting Directions, Building Relationships and Developing People, Developing the Organization to Support Desired Practices, Improving the Instructional Program, and Securing Accountability – and each of these domains includes a handful of more specific practices. As the domain labels indicate, this framework describes a set of shorter-term goals that need to be accomplished if the fundamental purposes of the school and school system are to be realized. These shorter-term goals are likely to be accomplished in a variety of ways depending, for example, on local community expectations, organizational culture, strengths and weaknesses of professional staffs and the like. So the practices outlined in the Ontario Leadership Framework, according to Leithwood (2012) leave considerable room for adaptation to local circumstances and assume considerable problem solving expertise on the part of those exercising leadership. He also adds that evidence suggests that these same practices are effective for those in many roles and in quite different organizational contexts if they are enacted in ways that take suitable account of those roles and contexts.

Leadership standards

With the increasing range and complexity of demands on school leaders (in the sense what school leaders need to know and be able to do), many educational systems have described the knowledge, skills, attitudes/beliefs and practices of school leaders in sets of standards. The main reason for establishing school leadership standards is to increase the effectiveness of the professional preparation and development for school leaders.

Definitions and purposes of standards

One of the operational definitions of "standards" is used by the UK Occupational Standard Directory: "Standards define the competencies which apply to job roles or occupations in the form of statements of performance, knowledge and the evidence required to confirm competence. They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter". Generally, standards can be used to: (a) describe good practice in particular areas of work; (b) set out a statement of competence which bring together the skills, knowledge and understanding necessary to do the work; (c) provide managers with a tool for a wide variety of workforce management and quality control; (d) offer a framework for training and development; (e) form the basis of vocationally related qualifications. Additionally, standards (and the underlying competencies) can be used to assist in the recruitment, selection and in the continuing professional development of school leaders.

According to Ingvarson et al., (2006, p. 32) standards can be defined in at least two ways: "(1) flags that define professional principles and values, and (2) tools for measurement, in that they provide the context of shared meanings and values that is necessary for fair, reliable and useful judgment". In the first sense, writers of leadership standards would aim to arrive at a consensus on the principles that drive practice and guide professional relationships. In the process of developing standards, school leaders would tend to identify and understand the distinctive features and aspirations of their profession – the unique things that effective school principals know and do. The process of writing standards for school leadership, understood in this sense, unites people around shared ideals and values. Standards are statements about the

features of leadership that are most valued in the profession. Standards for school leaders, like those for classroom teachers, ultimately rest on professional norms and values about what kinds of learning is valued in a society. Therefore, standards developers need to articulate a vision of quality learning that will guide their more detailed work of describing what teachers and school leaders should know, believe and be able to do to provide opportunities for that kind of learning.

To be useful for purposes such as professional learning and recognition, standards must also be understood in the second sense of the mentioned definition: as measures. Assessment is the foundation for the kind of feedback that is necessary for effective professional learning. When standards are used as measures of performance, for purposes such as professional recognition and certification, Ingvarson et al., (2006) consider that there are three essential steps in their development. These are:

1. Defining what is to be measured (i.e. define the content of the standards; what is to be assessed, based on a guiding conception of what leadership is);
2. Deciding how it will be assessed (i.e. how valid evidence about leadership practice will be gathered);
3. Identifying what counts as meeting the standard (i.e. how good is good enough?). This leads to performance standards, which specify the level of performance that meets the standards.

Content standards describe the nature and scope of a professional's work. They set out the main areas of practice and provide elaborations on what practitioners should know and be able to do. For example, Leithwood's three core leadership practices are often illustrated as part of the content domains of school leadership standards: *Setting Directions*, *Developing People* and *Re-designing the organization*. Each of these practices could be seen as an area within which a school leader could exercise leadership and lead and manage a change initiative. As the research indicates that these core practices are related (indirectly) to student achievement (Leithwood & Jantzi, 2005; Leithwood *et al*., 2006; Robinson, 2009), it is possible to argue that, as standards, they have content validity. Also, it can be seen these domains (organizers for the content) are

common to the school leadership standards of a number of countries, though some frameworks use different terms.

Content standards define the scope of school leaders' work but do not express how good a school leader's performance has to be to meet the standard. The final stage of developing standards is setting performance standards. In other words, it should be provided the elaboration of the standard in terms of a detailed explanation the areas where school leaders might take action.

General features of well-written standards

In their critical review of literature about standards for school leadership, Ingvarson *et al.*, (2006) suggest the some general features of well-written standards. These are:

1. *The standards point to large, meaningful and significant "chunk" of a school leader's work* – which exemplify the purposes they are trying to achieve, rather than micro-level competencies, or personality traits. School leaders should readily recognize the standards refer to authentic examples of the kind of work they do (or aspire to do).
2. *The standards are context-free*. This is in the sense that they describe a practice that most agree accomplished school leaders should follow no matter where the school is. For example, "building a professional culture" is likely to be regarded as a core responsibility of the principal in any setting.
3. *The standards are non-prescriptive*. While the standards identify essential elements of good leadership, they do not prescribe how the standards are to be met, allowing for diversity and innovation.
4. *The standards should be assessable*; that is, point to potentially observable leadership actions. It means that it is possible for school leaders to assemble the kinds of evidence over time to show that they met some standard.

Additionally, what is important is that the process of establishing the standards be open, rigorous, objective and subject to ongoing review and improvement (Louden & Wildy, 1999).

The examples of sets of standards for school leadership

The literature on school leadership is vast and there are many sets of leadership standards. For the purpose of this report, we present sets of standards from different countries to provide illustrations on *what is included in the standards and how the standards are organized*. We selected five standard systems where the standards had been operationalised (for school leaders to meet the standards).

1. The Ontario Leadership Framework (OLF)
2. England: National Standards for Headteachers (National College for School Leadership, NCSL)
3. Scotland: The Standard for Headship (Scottish Executive)
4. Western Australia's Leadership Framework
5. Connecticut, USA: Standards for School Leaders (Council of Chief State School Officers Interstate School Leaders Licensure Consortium, ISLLC and Connecticut State Board of Education, USA).

We provide the table with description of the structure of the standards in each of the five systems (Table 1). The content domains or organizers represent the basic architecture of what competent school leaders do. In other words, they represent a coherent set of organizers, not just a list of unrelated elements. (These domains put in the table for the purpose of comparison, so they don't follow the order from the original frameworks).[3]

After all, we describe in more details the structure of standard system in Serbia - Standards for Competences of Leaders of Educational Institutions.

[3] The model of presenting the content organizers of standards (in Table 1) is provide from the source: *Improving school leadership in central Europe: final report of the project School Leadership for Effective Learning involving the countries of Austria, the Czech Republic, Hungary, Slovakia and Slovenia* (2010).

Table 1.

Domains or content organizers of standards for school leadership: *five example*

Ontario	England	Scotland	Western Australia	US ISLLC
Setting direction	Shaping the future		Policy and direction	Facilitating the development, articulation, implementation and stewardship of a vision of learning
Leading the instructional program	Leading learning and teaching	Lead and manage learning and teaching	Teaching and learning	Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
Building relationships and developing people	Developing self and working with others	Lead and develop people	Staff	Understanding, responding to and influencing the larger political, social, economic, legal and cultural context
Developing the organization	Managing the organization	Use resources effectively	Resources	Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment
Securing accountability	Securing accountability			Acting with integrity, fairness and in an ethical manner
	Strengthening community	Build community	Partnerships	Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
		Lead change and improvement		

The domains or organizers of each system above expand into specific knowledge, skills, dispositions, professional qualities, practices or actions. For example, in England's revised National Standards for Headteachers (2004) the domain "Developing Self and Working with Others" expands into:

- *Knowledge* about, for example, strategies to promote individual and team development;

- *Professional Qualities*, such as, commitment to shared leadership and ability to foster an open, fair, equitable culture and manage conflict; and
- *Actions*, such as, regularly reviews their own practice, sets personal targets and takes responsibility for their own personal development.

In Ontario framework, the main domains are defined as practices (what the principal does) subdivided into skills, knowledge and attitudes respectively using terms such as "the principal is able to/has the knowledge and understanding of/ demonstrates'). For instance, "Leading the Instructional Program" includes use of data to focus on student achievement; recruitment, management and development of staff; planning/allocation of resources for learning; supporting strategies relating to behavior, equity. The principal is expected to be the leader in terms of professional knowledge (e.g. of pedagogy, curriculum design, accountability) and to be able to demonstrate relevant skills (e.g. effective teaching, use of data, management) and attitudes (e.g. commitment to equity, to closing the achievement gap).

It could be noticed that, although the five standards systems represent different contexts, yet the standards cover similar "territory". There is considerable commonality in the way in which each set of standards described the core features of effective leadership practice, although the names of components slightly may differ. (For example, "Leading the instructional program" *versus* "Lead and manage learning and teaching", or "Shaping the Future" *versus* "Setting Directions"). The five standards systems also shared these common purposes:

- Enhance student learning outcomes
- Clarify expectations about school leadership for all those affected by it (e.g. principals, staff, parents, pupils, employers and policy makers)
- Enhance the quality of educational leadership
- Provide a framework for professional development
- Provide a framework for certification
- Provide a framework for self reflection and assessment

Discussing on the scope commonality of similar choice set of standards, Ingvarson *et al*. (2006, p. 13) note it is obvious that long lists of competencies appear to be a thing of the past, and far fewer top level organizers are used in the systems reviewed. They focus first on the

quality of student learning and move outwards to identify the implications for what school leaders should know and be able to do.

Serbia – Standards for Competences of Leaders of Educational Institutions

Competences of leaders of educational institutions in Serbia have been defined as integrated knowledge, skills and values creating the basis for effective management of pre-school institutions, primary and secondary schools. Standard competences for leaders define the criteria that ensure success in managing, organising, leading, executing and monitoring activities of these institutions. Competency standards describe in detail key activities for which the leader has to be qualified in order to successfully lead the institution and ensure the acievement of its objectives.

Standards aim to ensure and improve the quality of work and thus contribute to achieving general objectives of education defined by the Law. Indicators determine qualitatively and quantitatively activities realised within the defined tasks. Evaluation of leader's competency is carried out by determining whether his abilities and behaviour inherent to a competency indicator are present in his activities to a satisfactory degree, so that it can be concluded that he possesses a certain competency. The Standards refer to:

- Managing the process of education and a child's learning in a pre-school institution, and managing educational process in a school;
- Planning, organising and monitoring the work in these intitutions;
- Monitoring and improving the work of employees;
- Developing cooperation with parents/carers, management bodies, a representing trade union and with the wider community;
- Financial and administrative management of the work in these institutions;
- Ensuring Law is respected in the institution's functioning.

The Standards have been defined in six domains of leader's work, each being described briefly and accompanied with a list of indicators giving specific and detailed description of a competency. Fulfillment of a standard is assessed on the basis of accomplishing the indicators. Standards and indicators refer to leaders of all educational institutions, except in Domain I where there are separate standards for leaders of pre-school institutions and for school principals, reflecting the differences in the areas of activity of respective institutions. Standards are to be applied in the process of leaders' accrediatation and shall be used as a basis for designing training programmes, examination procedures and self-evaluation of leaders. Standards reflect the Law on Foundations of Education System (Articles 5 and 59) and other documents significant for improving the quality of education.

It follows the more detailed structure of content domains and standards for competences of leaders of educational institutions. (Decriptions of the standards and belonging indicators are given in Annex).

DOMAIN I: Managing the process of education and a child's learning in a pre-school institution, and managing education process in a school

Standards:

- Developing educational work culture
- Creating healthy and safe conditions for the child's learning and development
- Developing and ensuring the quality of educational process in a pre-school institution
- Ensuring an inclusive approach to educational practice
- Ensuring and monitoring the child's welfare and development

DOMAIN II: Planning, organising and monitoring the institution's functioning

Standards:

- Planning the institution's functioning
- Managing the institution
- Monitoring the institution's functioning
- Managing the institution's information system
- Managing quality system in the institution

DOMAIN III: Monitoring and upgrading the work of the staff

Standards:

- Planning, selecting and employing the staff
- Professional development of the staff
- Improving staff relationships
- Evaluating work results, motivating and rewarding the staff

DOMAIN IV: Developing cooperation with parents/carers, the management body, the representing trade union and the wider community

Standards:

- Cooperation with parents/carers
- Cooperation with the management body and the representing trade union in the institution
- Cooperation with state government and local self-management bodies
- Cooperation with the wider community

DOMAIN V: Financial and administrative management of the institution's functioning

Standards:

- Managing financial resources
- Managing material resources
- Managing administrative processes

DOMAIN VI: Safeguarding the rule of law

Standards:

- Knowing, understanding and following relevant legislation
- Elaborating general enactments and the institution's documentation
- Implementing general enactments and the institution's documentation

RESEARCH REVIEW

A number of studies has documented that effective education leadership makes a difference in improving learning (e.g. Marzano, Waters, Mcnulty, 2005; McTighe & O'Connor, 2005; Waters, Marzano & McNulty, 2003), whereas school principals are perceived as the main source of leadership in their schools (Fullan, 2003; Møller, 2009; Ross & Berger, 2009; Seashore Louis, Leithwood, Wahlstrom & Anderson, 2010; Witziers, Bosker, & Kruger 2003).

As Waters and colleagues (Waters et al., 2003) noted effective leaders will find the right balance between pushing for the change and protecting existing values and practices of the school. Effective leaders also know how to align the diverse happenings within a school and are able to recognize the magnitude of change and monitor carefully how it is being implemented. Most importantly they understand and value the people within the school community.

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Leithwood, Louis, Anderson & Wahlstrom, 2004) Even more so leadership effects are usually largest where and when they are needed most.

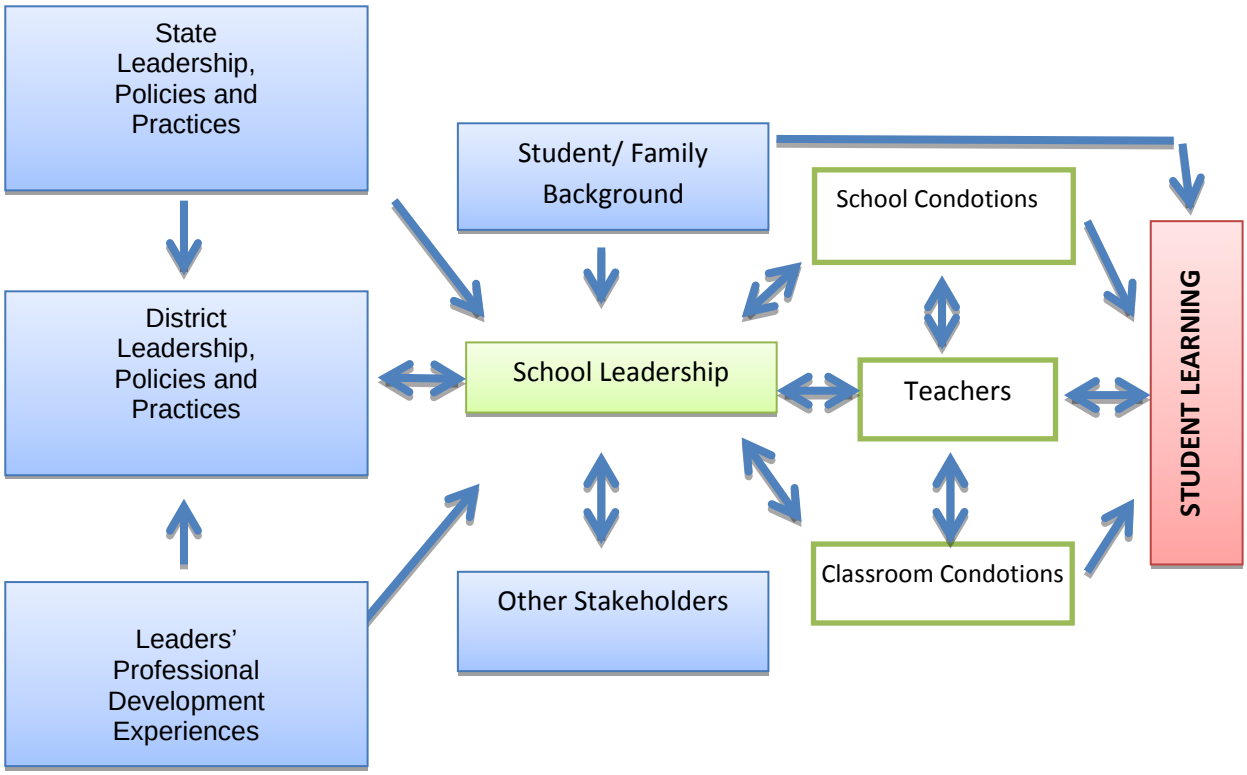


Figure 1. Leadership Influences on Student Learning (adapted from Seashore Luis et al., 2010)

In a meta-analysis of 25 studies exploiting direct and indirect models of school leadership published between 2005 and 2010 Hendriks and Steen (2012) found substantial variations on reported impact of school leadership on student achievement. The meta-analysis also pointed to high variation of conceptualizations used in respect to the school leadership in the studies they have examined.

Study by Grissom and Loeb (2011) stresses *principals' organization management skills* to consistently predict student achievement growth and other success measures. Although "effective" or "successful" leadership is perceived as critical to school reform, and despite substantial efforts from various studies seems it can be still debated on the topic of „essential ingredients of successful leadership". As Barber, Whelan and Clark (2010) inform high-performing principals focus more on instructional leadership and developing teachers. They are skilful in coaching others and supporting their professional development.

As for different types of leaderships, especially if we observe affordances of instructional vs. transformational leadership, current research data speak in favour instructional leadership exhibiting more effects on student learning. For example Robinson, Hohepa and Lloyd (2009) found that the impact of instructional leadership that emphasizes the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching is almost four times that of transformational leadership.

In all the impact of transformational leadership varies among data reported by different authors. While Leithwood and Jantzi (2006) report significant effects on teachers' classroom practices, these are not reported for student achievement. Similarly Ross and Grey (2006) report on insignificant effects, while Shatzer, Caldarella, Hallan and Brown (2014) reported instructional leadership explained more of the variance in student achievement than did transformational leadership.

Robinson and colleagues (2009) do emphasize that it is rather difficult to measure aspects of transformational leadership as they are relatively distal to the teaching and learning process, which again calls for an in-depth analysis of current measures in use and their possible redefinitions. However both instructional and transformational leadership approaches seem to be necessary for good school outcomes. Research by Marks and Printy (2003) strongly indicates that students in schools with integrated leadership show significantly higher achievement than

those in schools that did not have such practice. As authors further explain, transformational leadership provides the conditions that support school improvement, while instructional leadership focuses on the issues that actually matter in improving student achievement.

In the following passage we will try to critically observe what has been previously recognizes as „essential" in the context of effective school leaders and their characteristics. For the most part we rely on the framework given by Day, Sammons, Hopkins, Harris, Leithwood, Guand Brown (2010).

School principals are the main source of leadership in their schools. School principals' educational values, decision-making strategies and leadership practices shape the inner processes of every school, while key school staff perceives them as carriers of leadership in the institution (Møller, 2009; Ross & Berger, 2009; Seashore Louis et al., 2010; Witziers et al., 2003). Furthermore, school principals' conceptions of what "effective pedagogy" is affect teachers' expectations and standards. The very way teachers go on about, plan and perform their teaching and learning practices, perceive own efficacy, their pledge and sense of wellbeing, and their loyalty and trust to the school and the teaching process itself are all mediated by the principal's conceptions of "effective pedagogies" in their schools (Day, Sammons, Hopkins, Harris, Leithwood, Gu & Brown, 2010).

Moreover effective school leaders are excellent diagnosticians. They are able to diagnose individual and organizational needs, placing the needs of the students first; selecting improvement strategies which complement needs of different actors. Research has shown there is a strong link between setting the direction and restructuring the organization, and between recapturing the organization and improving school conditions **(**Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood & Sun, 2009; Robinson, Hohepa & Llyod, 2009).

Principals contribute to student learning and achievement through a combination and accumulation of strategies and actions tailored to specific context. Students learning and achievement are affected by a combination of leadership strategies which jointly address school culture and staff development, and focus on enhancing the processes of teaching and learning (Day et al., 2010).

Previously a number of leadership theories have acknowledged the importance of leaders' contexts (e.g. Yukl's Multiple Linkage model, *Cross-cultural leadership theory*). From the

researchers' point of view the number of studies dealing with the issue is substantial, but as Day and colleagues (Day, Sammons, Leithwood, Hopkins, Gu, Brown & Ahtaridou, 2011) claim approaches to the study of context have been relatively eclectic, making the accumulation of knowledge complicated. At one extreme, the context has been regarded as being almost *all that matters* for leaders without the providing systematic evidence to justify such a stand (e.g. Gordon and Patterson, 2006). Contrary to that many quantitative studies of educational leadership treat contextual variables as something to be 'controlled for' or 'partial out' of explanations for leader effects. Such an approach fundamentally dismisses context as a practical topic to be addressed by leaders and studies on effective leadership. However, in the educational effectiveness literature there are a growing number of studies that seek to study the role of school context, especially schools in disadvantaged or challenging communities (Harris, Clarke, James, Harris & Gunraj, 2006; Muijs, Harris, Chapman, Stoll & Russ, 2004). A number of recently published studies do however help informing about the values of leaders' contexts for what leaders do and the impact of those practices.

Apart from socio-economic status within and between-school variance is probably one of the most investigated contextual factors. Previous research suggests that within-school variation in pupil outcomes is often considerably greater than the variation between schools, although differences between countries and regions do vary in this regard (Reynolds, 2007). However research findings also indicate that those schools that have improved their outcomes and were successful in reducing within-school variation were schools which have successfully built common goals and were consistent in their application (Stringfield, Reynolds & Shaffer, 2008); which is important since many studies have shown that most school-level variables have larger impact when examined conjointly (OECD, 2000; Sammons, 2007).

Day and colleagues' (2010) study of school principals and key staff identified basic dimensions of leadership and school and classroom processes, contributing an improvement in pupil outcomes. Through a number of constructed statistical models they show how inter-related dimensions and processes within school predict institutional change. The most powerful variables which contribute leadership practices to develop and shape change over different phases of school development that were extracted are:

- clear emphasis on raising academic standards

- assessment for learning
- collaborative teacher cultures
- monitoring of pupil and school performance
- coherence of teaching programs
- the provision of extra-curricular activities.

Although the influence of the extracted factors on pupils' learning and behavior is indirect, Day and colleagues show evidence of their effects on retention and attendance of staff, improvements in pupil attendance and behavior, and increases in pupil motivation, engagement and sense of responsibility for learning, These findings were additionally complemented by qualitative data collected in the study, which show that successful principals select leadership strategies according to their context. In particular those are:

- the role played by principals' trust in teacher
- the important link between redesigning the organization and setting directions
- the way redesigning the organization predicts improvement in school conditions
- the way leadership strategies to develop people link with the teacher collaborative culture, and with high academic standards and positive learner motivation and a learning culture
- the positive associations between improvement in school conditions for teaching and learning and better outcomes in terms of pupil behavior, pupil attendance, and learner motivation and learning culture.

There are eight key dimensions of successful leadership. In their review on key dimensions of successful leadership (Leithwood, Day, Sammons, Harris, & Hopkins, 2006), argued for four core leadership practices – setting directions, developing people, redesigning the organization, and managing the teaching and learning program. These four were seen as part of the essential repertoire of successful leaders.

Building on this previous review by Leithwood and colleagues (2006); evidences from the study performed by Day and associates (2010) reports on identifying eight key dimensions of successful leadership, which all centre on student learning, wellbeing and achievement.

Successful leaders define their values and vision to raise expectations, set direction and build trust; reshape the conditions for teaching and learning; restructure parts of the organization and redesign leadership; roles and responsibilities; enrich the curriculum; enhance teacher quality; enhance the quality of teaching and learning; build collaboration internally and build strong relationships outside the school community (Table 2).

Table 2.
Eight key dimensions of successful leadership

Defining the vision, values and direction	**Improving conditions for teaching and learning**
The dimension refers to principals holding strong and clear vision and set of values for their school, which heavily influence their actions and the actions of others, and established a clear sense of direction and purpose for the school. These are shared widely, clearly understood and supported by all staff. They are a touchstone against which all new developments, policies or initiatives are and will be tested.	The principals must clearly recognize and identify the need to improve the conditions in which the quality of teaching could be maximised and pupils' learning and performance enhanced. This means they need to developed strategies to improve the school buildings and facilities. By changing the physical environment of the schools and improving the classrooms, the principals are confirming the connection between high-quality conditions for teaching and learning, and staff and pupil wellbeing and achievement.
Restructuring the organisation: redesigning roles and responsibilities	**Redesigning and enriching the curriculum**
The principals purposefully and progressively redesigned their organisational structures, redesigned roles and distributed leadership in ways that promoted greater staff engagement and ownership which, in turn, provided greater opportunities for student learning. While the exact nature and timing varied from school to school, there was a consistent pattern of changing the hierarchy. This included: - Redefining senior leadership functions -Changing from a horizontal to a vertical pastoral structure - Using teaching and learning responsibilities (TLRs), advanced skills teachers (ASTs) and	Imposes principals being focused on redesigning and enriching the curriculum as a way of deepening and extending engagement and improving achievement. Academic attainment is not in competition with personal and social development: the two complemented one another. The principals adapt the curriculum to broaden learning opportunities and improve access for all children, with the emphasis on '*stage not age*' learning.[1] [1]Many of these provisions are in the line with us government initiatives. In primary schools there was particular emphasis on greater flexibility and continuity between key stage 1 and key stage 2, while in secondary schools the focus was on personalised learning and

support staff more widely -Roles, responsibilities and accountabilities were made clear to all staff and were allocated according to ability. There was also recognition of people's individual strengths and organisational needs.	providing different pathways towards vocational qualifications. In Serbia we are ahead of developing new curricula for general subjects in both primary and secondary education which will have similar guidance as the initiatives mentioned in the US.

Enhancing teacher quality (including succession planning)	**Building relationships outside the school community**
Principals need to provide a rich variety of professional learning and development opportunities for staff as part of their twin drive to raise standards and sustain motivation and commitment. In addition they need to place a high premium on internally led professional development and learning, but teachers and support staff should be also encouraged to take part in a wide range of in-service training and to be given the opportunity to train for external qualifications. This combination of external and internal continuing professional development (CPD) must be used to maximise potential and develop staff in diverse areas. Succession planning is a prominent feature of all the schools.	For all principals, building and improving the reputation of the school and engaging with the wider community is essential to achieving long-term success. In collaboration with the internal administration team they have to develop positive relationships with community leaders and built a web of links across the school to other organisations and individuals. Strong links with key stakeholders in the local community benefit the school. Although the sequence, timing, order and combination of these strategies vary from school to school.
Building relationships inside the school community	**Enhancing teaching and learning**
It refers to principals developing and sustaining positive relationships with staff at all levels, making them feel valued and involved. They have to demonstrate concern for the professional and personal wellbeing of staff. The relationship between principals and vice principal needs to be based on trust and mutual respect. The principal is also extended to the links established with parents and the students.	All schools need to continually look for new ways to improve teaching, learning and achievement. The principals are there to provide a safe environment for teachers to try new models and alternative approaches that might be more effective. At the same time staff needs to recognize this opportunity and respond positively to the offer, as it directly contributes the way they saw themselves as professionals and improved their sense of self-efficacy. In turn, this may lead to positive impact on the way staff interacts with the students and other members of the staff.

Successful principals use the same basic leadership practices, but there is no single model for achieving success. Previous reviews (e.g. Leithwood et al., 2006; Robinson et al., 2009) have reported on mixed results in respect to effects for instructional leadership (i.e. that relating to teaching and learning) than for transformational leadership (i.e. leadership that is focused on developing teachers).

The review by Leithwood and colleagues (2006) showed that it is the way in which school principals apply leadership practices, rather than the actual practices themselves, that demonstrates their ability to respond to the context in which they work. Evidences of how fundamental leadership practices are used sensitively rendering to context relates not only to school improvement scenarios (e.g. typically schools with highly diverse student populations) (Jacobson, Johnson, Ylimaki & Giles, 2005) but is also applicable in respect to the accountable policy contexts (Day & Leithwood, 2007).

Results of the study performed by Day and colleagues (2010) suggest that successful principals draw equally on elements of both instructional and transformational leadership, and that *they do so according to own judgments about the conditions for teaching and learning in the schoo*l, perception of overall confidence, experience and competence of their staff, behavior, aspirations and attainment levels of the pupils and finally own experience.

Differences in context affect the nature, direction and pace of leadership actions. Most successful principals draw on the same repertoire of basic leadership practices; however some researchers emphasize (Day et al., 2011; Harris et al., 2006; Muijs et al., 2004) that the selection and combination of practices used depends on context, with a greater number of leadership practices required to effect change in more disadvantaged schools (Day et al., 2010). Improvement in students' academic achievement, especially in schools in highly disadvantaged contexts, asks for substantial improvements in pupil behavior, attendance, attitude and motivation. Successful principals in disadvantaged contexts, thus, make greater efforts to effect improvement across a range of areas – especially pupil behavior, motivation and engagement, and school culture.

In addition successful school principals use different improvement practices and strategies depending on own experience and time in the post and own perceptions of the needs of the school (Day et al., 2010). In the first three years on the job, school principals are more

committed in initiating changes to affect improvement across a wide range of areas, whereas this change as their experience grows. Moreover although school principals are perceived as the main source of leadership in their schools (e.g. Møller, 2009; Ross & Berger, 2009; Seashore Louis et al., 2010; Witziers et al., 2003), recent findings suggests that attention should be given to a full range of leadership practices with the mutual share of responsibility between the teachers and the principals when involving those leadership practices that influence teaching and learning (Marks & Printy, 2003; Robinson et al., 2009).

There are three broad phases of leadership success. In line with the notion of lifelong learning concept, and assuming school leadership involves a career, the phases in a school leader's career are receiving rising attention (Marzano et al., 2005; Mulford, 2003). Studies so far have identified various trajectories and phases of leadership development within institutional, school context and especially at the country level. Taking a meta view Day and colleagues (2010) suggest classification under three broad periods – early (foundational), middle (developmental) and later (enrichment).

In the early phase, principals prioritize:

- improving the physical environment of the school to create more positive, supportive conditions for teaching and learning, and for teachers and pupils
- setting, communicating and implementing school-wide standards for pupil behavior
- restructuring the senior leadership team, and its roles and responsibilities
- implementing performance management systems for all staff: there were differences in timing and emphasis between sectors, but in general this had the effect of distributing
- leadership more and led to the development of a set of organizational values

In the middle phase, principals prioritized:

- the wider distribution of leadership roles and responsibilities
- a more regular and focused use of data to inform decision-making about pupil progress and achievement; learning objectives and target-setting were important practices in all case study schools

In the later phase, principals' key strategies related to personalizing and enriching the curriculum, as well as wider distribution of leadership. Their results shows that in schools in more challenging contexts, greater attention and efforts were made in the early phase to establish, maintain and sustain school-wide policies for pupil behavior, improvements to the physical environment and improvements in the quality of teaching and learning than in other schools.

Principals' values are key components in their success. In recent years more emphasis has been given towards leaders personal traits. To a larger extent these refer to the core values and beliefs principals hold, similar to the area dealing with teacher effectiveness (e.g. Hattie, 2009). Day and Leithwood (2007) research shows evidence for association between school leaders' personal values and beliefs and leadership success.

Current data confirm (Day et al., 2010; Day et al., 2011; Marzano et al., 2005) successful principals share certain attributes and hold common core values. In particular Day and associates (2010) give an extensive list on the topic. Successful principals:

- Show a strong sense of moral responsibility and a belief in equal opportunities and believe that every pupil deserves the same opportunities to succeed.
- Respect and value for all people in and connected with the school.
- Exhibit passion for learning and achievement and are commitment to pupils and staff.
- See pupil achievement as having behavioral, academic, personal, social and emotional dimensions.
- Believe setting high expectations for staff and students is central to developing teaching and learning programs.
- Care and trust feature highly in achievement-focused cultures that aim to improve student outcomes and introduce a whole-school approach to pupil behavior management.

Principals grow and secure success by layering leadership strategies and actions. As previously noted effective principals make decisions in line with the needs of their school context and appropriately apply those strategies that create the right conditions for effective teaching, learning and pupil achievement within and across previously planned activities and development cycles. Previously Leithwood and colleagues (2006) have noted that school

leadership has a greater influence on schools and students when it is widely distributed, supported by findings of several other studies (e.g. Brewster & Railsback, 2003; Hollander & Offerman, 1990; Marks & Printy, 2003; Robinson et al., 2009).

Results of the study performed by Day and his team (2010) indicate that leadership distribution is common in schools, but patterns of distribution vary as well as the distribution of leadership responsibility and power varies according to local context. In respect to principals' experience on the position (early, middle, later stage) specific strategies are more present than the other depending on the career stage.

Successful principals distribute leadership progressively. As Day and Sammons (2013) note empirical evidence so far support claim for a strong relationship between distributed patterns of leadership and organizational performance. Furthermore literature focusing on school improvement consistently underlined importance of teacher involvement in decision-making processes Effective schools exhibit stronger correspondence between values, norms and behaviors of principals and teachers. Thus it is considered distribution of leadership roles and tasks should be a developing feature in all schools and should be initiated and nurtured by principals over time.

In schools nurturing this kind of distribution and its success is conditioned by several factors (Day et al., 2010):

- the principal's reasoning of what was right for the school at different phases of its development;
- the principal's reasoning about the readiness and ability of particular staff to lead;
- the extent to which trust had been established in the school;
- the principal's own training, experience and capabilities;
- the layering of leadership strategies over time that is in line with the actual school needs.

The successful distribution of leadership depends on the establishment of trust. Leaders' trust in teachers makes a significant contribution to the willingness of teachers to collaborate, and is associated with distributed leadership. Previous research has established strong links between school improvement and trust between principals and teachers in their schools, between teachers and school professionals and parents (e.g. Brewster & Railsback, 2003;

Marks & Printy, 2003; Robinson et al., 2009). Additionally trust in school leaders determines both organizational performance and is a product of organizational performance (Brewster & Railsback, 200; Cohen, Pickeral & McCloskey, 2008; Day et al., 2010; Day et al., 2011.). Recent studies confirm these findings, emphasizing that distribution of leadership over time by the principals is a clear expression of the importance they placed on gaining the trust of others and extending trust to them (Day et al., 2010). In the context of "ethos of trust" it has been shown effective distributed leadership depended upon five key factors of trust:

- values and attitudes: beliefs that people cared for their students and would work hard for their benefit if they were allowed to pursue objectives they were committed to
- disposition to trust: experience of benefits derived from previous trusting relationships
- trustworthiness: the extent to which others trusted them
- repeated acts of trust: enabling the increasing distribution of leadership roles, responsibilities and accountabilities and broadening of stakeholder participation
- building and reinforcing individual relational and organization trust: through interactions, structures and strategies that demonstrated consistency in values and vision and resulted in success.

In the context of "ethos of trust" within schools two additional covariates have been investigated labeled as planned alignment and teachers' academic optimism. The former involves members of a leadership group planning their actions together, and periodically reviewing the impact these actions and revising them accordingly (Day et al., 2010.). The latter is a composite of teacher trust, teacher efficacy and organizational good citizenship, all of which are associated with student achievement (Hoy, Tarter, & Woolfolk Hoy, 2006; Leithwood, Mascall, Strauss, Sacks, Memon & Yashkina, 2007).

* * *

Teaching and learning is a complex endower. Along with students' and teachers' attributes effective education leadership makes a significant difference in improving its outcomes. However we encounter at successful and effective education leaders only when we

find individuals who are skilful enough in finding a balance between different aspects of leadership in their schools. Those schools in which principals were able to apply integrated leadership practices show higher achievement than those in schools that did not have such practice. This means that principals were able to provide conditions that support both school improvement and aspects important in improving student achievement.

Review of educational leadership research in Serbian context

Educational leadership does not constitute a strong line within educational research in Serbia. Most robust findings based on large and/or representative samples usually coma from international studies. One such valuable resource of data in Serbia is Trends in international mathematics and science study (TIMSS - http://timssandpirls.bc.edu/). Serbia has participated in three TIMSS cycles so far – TIMSS 2003, TIMSS 2007 and TIMSS 2011. Next to valuable data on student achievement, TIMSS provides abundance of information on learning and teaching context (Gašić-Pavišić & Stanković, 2011; Antonijević & Janjetović, 2005; Martin et al, 2012; Mullis et al, 2012). The study is done on representative samples of schools and students. Approximately 150 primary schools in Serbia take part in each cycle.

One of the investigated factors is various activities of principals. In the Table 3 principals' reports about the various activities upon which they spend "a lot of time" are presented – data come from TIMSS 2011 study (Martin et al, 2012; Mullis et al, 2012).

Table 3.

TIMSS 2011: Principals' reports about the various activities upon which they spend "a lot of time" (given in % of students)

Leadership activities	Serbia	Int'l avg.
Promoting the school's educational vision or goals	63	59
Developing the school's curricular and educational goals	72	60
Monitoring teachers' implementation of the school's educational goals in their teaching	47	53
Monitoring students' learning progress to ensure that the school's educational goals are reached	42	57
Keeping an orderly atmosphere in the school	64	68
Addressing disruptive student behavior	48	44
Advising teachers who have questions or problems with their teaching	41	39
Initiating educational projects or improvements	47	43
Participating in professional development activities specifically for school principals	31	39

Most principals in Serbia report that they spend "a lot of time" on developing the school's curricular and educational goals, keeping an orderly atmosphere in the school and promoting the school's educational vision or goals. On the other hand, smaller number of principals spend "a lot of time" participating in professional development activities specifically for school principals, advising teachers who have questions or problems with their teaching and monitoring students' learning progress to ensure that the school's educational goals are reached.

In the TIMSS 2003 and TIMSS 2007, the categorization of leadership activities differs from the above. Data from both cycles are given in Table 4 (Đurišić-Bojanović & Maksić, 2011; Martin et all, 2008). As shown, from 2003 to 2007 there was an increase in time principals in Serbia spend on administrative duties and supervising and evaluating teachers and other staff. On the other hand in comparison to 2003, in 2007 principals reported spending less time for instructional leadership activities and for teaching students themselves.

Table 4.
TIMSS 2007 and TIMSS 2003: Principals' time spent on various school-related activities (given in % of time)

Leadership Activities	2007 Serbia	2007 Int'l avg.	2003 Serbia
Administrative duties (e.g., hiring, budgeting, scheduling, meetings)	24*	30	16
Instructional leadership (e.g., developing curriculum and pedagogy)	23*	20	26
Supervising and evaluating teachers and other staff	19*	22	14
Public relations and fundraising	19	11	18
Teaching	6*	9	17
Other	9	8	9

* Statistically significant difference between 2007 and 2003

Another valuable resource of data on the state of affairs of education system in Serbia is the Programme for International Student Assessment (PISA). PISA also collects plentiful data on teaching and learning context, but in contrast to TIMSS study, the data comes mainly from secondary schools (again from representative sample of around 150 secondary schools and small number of primary schools). The data on school management behaviors and activities from PISA 2012 and PISA 2009 will be presented. This will be done in separate tables as the scales used were not identical for the two studies.

Table 5.
PISA 2012: School management behaviors and activities (source: http://pisa2012.acer.edu.au)

School management behaviors and activities	Did not occur	1-2 times during the year	3-4 times during the year	Once a month	Once a week	More than once a week	Missing or invalid response
I work to enhance the school's reputation in the community	0	3	20	27	11	36	3
I use student performance results to develop the school's educational goals.	1	21	33	17	10	14	3

I make sure that the professional development activities of teachers are in accordance with the teaching goals	1	16	28	23	9	22	3
I ensure that teachers work according to the school's educational goals	0	5	14	18	16	44	2
I promote teaching practices based on recent educational research	5	26	28	21	8	10	2
I praise teachers whose students are actively participating in learning	1	5	29	26	12	26	2
When a teacher has problems in his(her) classroom, I take the initiative to discuss matters	0	4	20	29	17	28	2
I draw teachers' attention to the importance of pupils' development of critical and social capacities	1	9	21	33	13	22	2
I pay attention to disruptive behavior in classrooms	0	2	8	16	28	44	2
I provide staff with opportunities to participate in school decision-making	0	3	30	34	10	20	3
I engage teachers to help build a school culture of continuous improvement	0	4	26	25	14	29	2
I ask teachers to participate in reviewing management practices	6	46	24	14	3	5	2
When a teacher brings up a classroom problem, we solve the problem together	0	5	17	28	16	31	2
I discuss the school's academic goals with teachers at faculty meetings	1	16	40	26	11	4	2
I refer to the school's academic goals when making curricular decisions with teachers	6	27	34	21	5	4	3
I discuss academic performance results with the faculty to identify curricular strengths and weaknesses	6	19	41	24	3	4	4
I lead or attend in-service activities concerned with instruction	8	37	41	8	1	1	3
I set aside time at faculty meetings for teachers to share ideas or information	3	28	41	21	1	5	2

from in-service activities							
I conduct informal observations in classrooms on a regular basis	10	12	19	28	14	14	2
I review work produced by students when evaluating classroom instruction	19	21	24	21	7	5	4
I evaluate the performance of staff	2	24	36	22	6	7	4

As shown in the Table 5, principals are most often engaged in addressing disruptive behavior of students, solving classrooms problems together with teachers and ensuring that teachers work according to the school's educational goals. Contrary, according to principals' reports, activities in which they rarely engage are involving teachers to participate in reviewing management practices, leading or attending in-service activities concerned with instruction, and reviewing work produced by students when evaluating classroom instruction.

Data from PISA 2009 show somewhat similar pattern – most principals report that they are often engaged in ensuring that teachers work according to the school's educational goals, informing teachers about possibilities for updating their knowledge and skills, and solving classrooms problems together with teachers. Notably smaller percent of principals take over lessons from teachers who are unexpectedly absent or observe instruction in classrooms.

Table 6.
PISA 2009: School management behaviors and activities (source: http://pisa2009.acer.edu.au/)

School management behaviors and activities	**Never**	**Seldom**	**Quite often**	**Very often**	**Missing**
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school	0	3	47	50	0
I ensure that teachers work according to the schools educational goals	0	0	26	74	0
I observe instruction in classrooms	0	33	57	10	0
I use student performance results to develop the schools educational goals	1	8	63	27	0
I give teachers suggestions as to how they can improve their teaching	1	9	59	31	0
I monitor students work	1	16	60	22	0
I inform teachers about possibilities for updating their knowledge and skills	0	1	36	63	0

I check to see whether classroom activities are in keeping with our educational goals	0	13	63	25	0
I take exam results into account in decisions regarding curriculum development	1	6	48	44	2
I ensure that there is clarity concerning the responsibility for coordinating the curriculum	1	8	54	36	1
When a teacher brings up a classroom problem, we solve the problem together	0	3	41	57	0
I pay attention to disruptive behavior in classrooms	0	3	50	47	0
I take over lessons from teachers who are unexpectedly absent	21	35	32	11	2

Another large scale, this time regional, project that was carried out in Serbia was "Advancing Education Quality and Inclusion" in South East Europe. One of the tasks of the project was to understand the opportunities created by school leadership for parents to participate in school life and to assess the extent to which equal opportunity for parental participation in school life is promoted. For that purpose a survey took place with a sample of 2,273 principals of primary schools in ten educational systems of South East Europe in 2008. In Serbia the sample comprised principals from 200 primary schools. Some of the most interesting results show that:

- Very few schools have defined strategies for communication with parents;
- Parents do not have many opportunities for participation in school life;
- Opportunities for informing and consulting parents are rare;
- While almost all school principals agree that parental participation is important and useful, most of them reduce parental participation to the involvement of organization of extracurricular activities;
- Almost a half of principals believe that parents do have an influence on school life, while slightly smaller number believe that parents have very little influence.
- School principals' report that the biggest obstacle in communication with parents are the parents themselves, i.e. their lack of interest in communication with schools and lack of communication skills (Miljević, 2009).

As expected there were a few other research projects oriented solely towards Serbian context. Rarely, these were directly focused on educational leaders and leadership (Oljača, Kostović &

Garifali, 2012; Maksić, Đurišić-Bojanović & Avramović, 2002). Maksić and colleagues surveyed 55 principals in regards to the organization and planning of the work in school, building a good image of school, and becoming a successful principal. The results show that principals are aware of the fact that to lead a school they need skills and abilities for management and work with people. They see the strengths of school primarily in the professional capacities and knowledge potentials of teachers, while the major weakness they see in unsatisfactory interpersonal relations. The most aggravating environmental factors are general poverty and economic underdevelopment. Closer cooperation with local authorities, organizations, and parents is seen as an opening for a prospective school development. The authors conclude that principals are interested in management functions, and suggest that the adequate training's for the acquisition of necessary competence should be provided (Maksić, Đurišić-Bojanović & Avramović, 2002).

More often Serbian researches focused on school phenomena that are closely related to school leadership. One such topic is school culture (Oljača, Kostović & Đermanov, 2009; Pavlović & Oljača, 2011). Pavlović and Oljača investigated 10 secondary schools in the region of Kragujevac coming to conclusion that these schools have positive organizational culture as measured by The Denison organizational culture model. Another school management topic that received certain research interest is school development planning. Stanković (2011) investigated how teachers (from 51 schools) who were involved in school development planning evaluate the process and it effects. Positive aspects of school development planning in teachers' understanding were: strengthening staff cooperation and team work, introducing planning as a school function, school improvement, increased school activity, successful project realization and acquisition of new knowledge and skills. Teachers most often had no objections to development planning, and when they did, these referred to the following: insufficient support to the development team, resistance and lack of interest of their colleagues, demands of planning, problems with the functioning of the development team and poor plan realization. However, on a representative sample of primary schools in Serbia, Stanković and colleagues (Stanković et al, 2012) found that only 18% of school staff agrees that school development planning was a successful reform, though 45% thinks the reform makes good bases for future development (with 36% indecisive and 19% disagreeing with this statement).

REVIEW OF PREPARATORY PROGRAMS OF EDUCATIONAL LEADERSHIP

There are numerous evidences about the importance of leadership to school and instructional improvement (Hallinger and Heck, 1998; Leithwood et al., 2004; Waters, Marzano, and McNulty, 2003). The research strong suggests that leaders who engage in formal training programs are more effective, particularly when the training is of a high quality. For instance, 43 percent of schools led by an NCTL graduate in England raised their standards of leadership and management between 2005 and 2008, as assessed by independent inspectors, compared to 33 percent of schools not led by an NCTL graduate (Barber et al., 2010). In a longitudinal study in Sweden, the school leaders' use of teachers in leadership processes, as well as more collective work among teachers, has appeared as a result of training (Blossing & Ekholm, 2005, in OECD, 2008).

Having in mind the importance of a formalized professional development of school leaders, almost all EU countries created some form of programs that offer knowledge and skills recognized as important for effective school leadership (OECD, 2008). In 21 EU countries or regions training for principalship is required[4]. **The degree of programs** varies across countries, from pre-service or preparatory training, to induction training for those who have recently taken up the position and finally to in-service training provided to practicing principals. The preferred provision of the program depends on the "set of country imperatives and contextual features including national culture and traditions, priorities, pedagogical traditions and beliefs about individual and social efficacy" (OECD, 2008, p132).In Germany, France, Czech Republic, Austria, Slovakia and Sweden future principals have the opportunity to participate in training programs only after they have been elected, but before accepting the position, immediately after taking it up or within a certain period of time. In some EU countries, such as Denmark, Norway and the Netherlands there is no formal requirement for principals to enroll in training, but never the less

[4]This training is not the continuing professional development (CPD), which is considered a professional duty in 23 EU countries (Eurydice, 2013).

many principals attend various educational programs. For example, in the Netherlands, principals usually finish a master-level program in educational leadership. Those programs do not necessarily qualify them for principalship, but it can provide better employment opportunities (Taipale, 2012).

In educational systems beyond Europe, training of principals has an even stronger foothold (Young et al., 2009). Globally, these programs have grown in number since the mid-1990s (Barber et al., 2010). Pre-service or induction master-level programs in education or leadership preparation programs are required or highly expected from principals in the United States, Ontario and Alberta in Canada, New Zealand, Singapore (Barber et al., 2010; Taipale, 2012). For example, due to the shortage of principals, a new 15-month long training program leading to a Master's degree has been designed at several University of California campuses (Taipale, 2012). Finally, a group of countries (e.g., England, Northern Ireland, Slovenia, Victoria in Australia) has started developing and implementing a holistic, coherent approach to leadership development, which includes pre-service training, induction programs and in-service training (OECD, 2008).

The duration of principalship training varies between one week in Romania (although this is being increased by the new legislation) and a 60 ECTS masters' program in Malta. Most countries require 150-250 hours or 15-30 ECTS of formal training (European Commission/EACEA/Eurydice, 2013).

Throughout the world, a variety of **training institutions** at various government levels offer a variety of school leadership courses and programs[5].Significant providers are higher education institutions. In Sweden, six universities organized by Swedish National Agency for Education offer 30 ECTS to principals. In Finland, the Institute of Educational Leadership operating within University of Jyvaskyla offers 25 ECTS program in educational leadership. In Scotland, the principals can take the Scottish Qualification for Headship (SQH) from several Scottish universities before their appointment. At the University of Edinburgh, SQH consists of 5 courses and is equal to two-thirds of a master's degree. In Norway, the National Programme for Principals can be integrated into university Master's degrees in leadership. It also functions as

[5] In some countries qualification and / or training can be obtained through multiple pathways.

pre-service training and is open to teachers. In New Zealand, University of Auckland delivers the 18-month long induction program. In Ontario, a 185 hour Principals' qualification program is carried out predominantly by universities (Taipale, 2012).

In a few countries, specific public institutions in charge of preparation of principals exist at the national level, like the National School of Leadership in Education in Slovenia, National College for Teaching and Leadership (NCTL) in England or Ecole Supérieure de l'Education Nationale (ESEN, a higher education institution under the auspices of the Ministry of Education) in France. (European Commission/EACEA/Eurydice, 2013; Taipale, 2012). Yet, in other countries (Sweden, Australia, Spain) municipal and regional levels are free to provide training (OECD, 2008). Private non-university providers, such as Executive Leadership Institute (ELI) in New York City area are also present (Taipale, 2012).

Research data show that key features of effective programs do not vary between pre-service or in-service programs and that there is considerable similarity in the nature and content of leadership programs internationally (OECD, 2008). Davis and colleagues (2005, in OECD, 2008) found that effective programs are research-based, have curricular coherence, provide experience in real contexts, use cohort grouping and mentors and structure for collaborative activity between the program and the schools. Recent studies suggest that the curriculum for school leadership development should emphasize work-based learning, action learning, mentoring, coaching, diagnostics and portfolios as important practices (Bush and Glover, 2004).

However, according to different empirical studies, the **key elements of the most effective school leadership development programs** are:

- The targeted ***recruitment*** of teachers with substantial leadership potential (Darling-Hammond et al., 2007; Darling-Hammond et al., 2010).
- ***A coherent and standard-based curriculum*** emphasizing instructional leadership, organizational development, and change management, aligned with state and professional standards (Davis et al. 2005; Sanders & Simpson, 2005).
- ***Problem-based learning*** that integrates theory and practice and stimulates reflection (Darling-Hammond et al., 2010). A program is supposed to include features such as action research, field-based projects, journal writing and portfolios of evidence about practice

- Professional support in the form of structured and continuous ***mentoring and peer supervision*** (Darling-Hammond et al., 2007; Darling-Hammond et al., 2010; Hobson, 2003; Luck, 2003). A program should enhance development of communities of practice such as principals' networks, study groups and peer coaching activities.
- ***Practice-based learning*** which includes designed and supervised internships, analysis of classroom practice, learning activities that use on-the-job observations (Darling-Hammond et al.,2007; Darling-Hammond et al., 2010; Davis et al. 2005).
- Learning contents and activities based on the candidate's ***needs analysis*** and on contextual factors that influence practice (Huber, 2004; Moorman, 1997). The needs analysis includes assessment procedure and leads to the ***individual development plans*** which fit onto strategic plans of whole school development.
- ***School-university and school-districts partnerships*** focused on instructional innovation as a shared vision (Darling-Hammond et al., 2010; Davis et al. 2005).

For the purpose of the TEMPUS project „Master program in Educational Leadership (EdLead) 2013 – 2016", we analyzed fourteen school leadership development programs from Europe, North America and Australia which are highly recognized as some of the most effective master programs for professional development of school leaders. The characteristics of the analyzed programs are presented in the Table 7.

Table 7.

Characteristics of the analyzed programs

Length of the programs	Varies from 6 months to 5 years. Majority of the programs last between one and two years.
	The majority of analyzed programs (10 out of 14) offer no part time study option. However, Netherlands School for Educational Management, Maastricht School of Management and National College for Teaching and Leadership (Program 1 and Program 2) offer part time study option, which means that the candidates can choose individual

How offered	courses and modules according to their educational goals. Analyzed programs are offered to different targeted groups of students: **1. Master programs offered to diverse leadership roles and positions:** • Master of Educational Management at Netherlands School for Educational Management (NSO) • Master of Management in Education at MaastrichtSchool of Management; • National Professional Qualification for Headship and National Professional Qualification for Senior Leadership at the National College for Teaching and Leadership • Master of Arts in Education, with a Specialization in Educational Leadership at the University of Jyväskylä and the Institute of Educational Leadership • Master of Science in Education: Educational Leadership at Niagara University • The School Leadership Program for Principal Licensure Strand, Graduate School of Education at Harvard University • Master of Educational Leadership at Australian Catholic University • Hungarian-Netherlands School of Educational Management (HUNSEM) • Policy and Educational Management at Faculty of Psychology and Education Sciences, Universitatea "Alexandru Ioan Cuza" din Iaşi Romania. **2. Master programs for principals (current and future) only:** • Scottish Qualification for Headship, Western Consortium – for future principals • MEd Educational Leadership at The University of Buckingham – for current and potential heads and deputies • The Principal's Qualification Program at Ontario College of Teachers – for future principals **3. Principal preparation courses (required or optional):**

	• National school for leadership in education, Slovenia • The Principal Preparation Program at The University of Jyväskylä and the Institute of Educational Leadership • Principal development course at Ontario College of Teachers
Final exam	Varies across the programs • Master's thesis • The final written and oral assessments: program activities in leader's school[6]; case study; assessment of completed Leadership Practicum report; Evidence Portfolio linked to the Standard; School Improvement Plan Reflective Analysis; Action research project; self and peer assessment as well as instructor feedback and evaluation; performance assessment; 360° survey; Word essay • Final Exam
Content	Some of the programs are modularized and the modules consist of one or more different courses. Great majority of the programs include problem-based and practice-based learning and provide opportunities for matching individual development plans of the candidates with strategic plans of their school organizations.
Provider	Varies according to a program from a single institution (University, School for Educational Management, National School for Leadership in Education) to a consortium of institutions (The Western Consortium, The University of Jyväskylä and the Institute of Educational Leadership).

[6]Majority of programs are created for participants who have leading position in a school and are focused to applying knowledge in improving the functioning of their schools.

Analysis of the modules and courses

We have mapped thirteen major themes covered by analyzed modules and courses. The themes are presented below followed by the list of corresponding modules and example of courses:

- **Theories of leadership**: Leadership Theory Unit, Organizational theory and Leadership; Values and Leadership
- **Educational leadership**: Educational leadership, Leadership; Succeeding in headship, Succeeding in senior leadership; Effective whole-school management[7]; Planning and decision making; Head teachers' skills; Introduction to Educational Leadership; Leadership and the School Building Leader; Perspectives on Leadership; Educational administration;; Dimensions of leadership in educational organizations; Developing leadership culture; Administrative management; Educational administration; Educational management; Leadership and communication management; School Leadership Pro-Seminar
- **Improving teaching and learning**: Improving teaching, Instructional supervision, Leading improving teaching, Improving the quality of teaching; Teaching and Learning Units; Leading and Managing to improve Learning Part 2; School Instructional Leadership: Seminar and Practicum; Instructional Supervision; Leading Authentic Learning;
- **Management of curriculum**: Curriculum development, Curriculum Planning; Curriculum policy and management
- **Leading the development of people**: Developing people, Leading staff and effective teams, Leading professional development, Managing People Human resources; Policies of professional development; Interpersonal relations, conflicts and negotiation; Personality Development and Communication Training; Human Resources Management; Training for Conflict Management
- **Leading the development of organization**: Leading change for improvement; Change and innovation, Leading an effective school, Relationships and reputation, School improvement

[7] Content of this module covers more than one theme.

through effective partnerships; Developing Capability for Improvement; Effective Dynamic Change; Leading Educational Change; Advanced leadership; Management of Innovation; Organizational Development

- **Quality management**: Management of quality in education, Quality care; Foundation of Quality Management, School self-evaluation
- **Educational policy**: Comparative and international education; Education Policy and Governance; International perspectives on educational reform; Policy of education - basic theories and methodology; Intercultural education policies; Efficiency and Evaluation of Public Education; Educational management systems in the world; Public Education Management;
- **Research and evaluation**: Educational research, Using data and evidence to improve performance, Effective whole-school management; Research and development in teaching, Educational research and statistics, Research in Educational Leadership; Academic skills and language studies; Research methods; Education policy research and computer based data analysis; Foundation of Institutional Evaluation; Collection and Evaluation of Information; Capstone Research Project in Education; Evidence in Contemporary Education; Methods of Educational Research
- **Law and finance**: Effective whole-school management; Legislation; School Law; Employment Relations and the Legal Context in Education; Comparative European legislation; Economic and administrative management of educational institutions; Legal Context of Education;
- **Leading inclusion**: Leading inclusion: Achievement for all; Administering Special Educational Programs; Educational policies for people with SEN;
- **Leading partnership**: Effective partnership working; Community Interrelationships; Educational marketing and public relations;
- **Leadership in practice**: Leadership Practicum, Leadership in Action Project, Administrative Internship; Leadership Theory into Practice; Professional Practice Project, Orientation studies; School Instructional Leadership: Seminar and Practicum; Research seminars and master's thesis; Educational management practicum; Practice research.

MASTER PROGRAMS OF SCHOOL LEADERSHIP AND PRINCIPAL PREPARATION COURSES

Netherlands School for Educational Management (NSO), the Netherlands

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>Master of Educational Management
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>The length of the Integrated Master is 2 years. Alternatively the Master in Modules can be completed over 3, 4 or 5 years. Workload for the Master in Modules and the Integrated Master is considered to lead to the award of 60 ECTS or 1600 hours.</td></tr>
<tr><td>Part time study option</td><td>It is possible to study one or more modules from the master's course without taking a master's degree. In that case students do not take the tests.</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>The different modules focus on different competences. The table below gives an indication of the workload and credits awarded for the competences and other components.
<table>
<tr><th>Competencies and components</th><th>hours</th><th>Credits</th></tr>
<tr><td>Introduction and general matters</td><td>28</td><td>1</td></tr>
<tr><td>1, 2 Strategy and organizational design</td><td>112</td><td>4</td></tr>
<tr><td>3 Educational leadership</td><td>196</td><td>7</td></tr>
<tr><td>4 Operational management</td><td>112</td><td>4</td></tr>
<tr><td>5 Quality care</td><td>196</td><td>7</td></tr>
<tr><td>6 Change and innovation</td><td>196</td><td>7</td></tr>
<tr><td>7,8,9 Leadership</td><td>252</td><td>9</td></tr>
<tr><td>Research</td><td>168</td><td>6</td></tr>
<tr><td>Integration and other topics</td><td>140</td><td>5</td></tr>
<tr><td>Master's thesis</td><td>280</td><td>10</td></tr>
<tr><td>Total</td><td>1600</td><td>60</td></tr>
</table></td></tr>
<tr><td>Form of final exam (if exists)</td><td>The Master's thesis (10 ECTS)</td></tr>
<tr><td>Analysis:
– proportion of disciplines in courses thought</td><td>The Master in Moduls is for someone who has a management position in a school, educational organisation or training institute, and.has several years' experience in school management and a bachelor's degree or an equivalent level gained through experience. It consists of 10 separate modules:</td></tr>
</table>

– **compulsory vs. optional courses** – **organization of studies** – **modularization**	• Start module (module 1) **-** Introduction to the course and assessment of the students individuals and of their educational organisations. All students take the start module. The module takes 5 part-day sessions for master's students and 2 part days for those taking separate modules. The module is devoted to introduction and diagnosis. • Module 2 - Strategy and organisational design.Students will learn where they want to take their educational organisation and how to do that. Using scenario planning, students learn how to develop possible future scenarios, to which they can tailor their strategic policy. The next two master classes offer students the know-how to design their own educational organisation. This module addresses the relationship between their school and its environment. Students learn to choose alliances and they learn about the social and psychological processes which are helpful or counter-productive in practice when working with others. The open relationship with the environment also means that they have to be accountable to stakeholders in that environment. For that reason governance is included in this module.This modul takes 1 conference of 9 part-day sessions and 2 separate days. • Module 3 - Educational leadership. Managing and guiding the learning of the students' employees, pupils and theirselves. This module gives students an overview of learning theories and educational concepts to help them with that. Students will then be able to determine which educational concepts best fit their strategy even if they are governing a number of different schools. This module not only looks at the theory but also at the practice of educational leadership.The module starts with a conference of 5 part days. In the four months after that students have to raise the level of their team's development in their own educational organisation. During that period students will come in for 1 day to discuss their learning project and for supplementary theory. This module concludes with 2 part-day portfolio assessments and the evaluation of students' team development. • Module 4 – Operational management. This module deals with practical knowledge and skills in the areas of finance and HRM.Students will also learn how to operate their financial policy in the interests of education.The module takes place over 1 conference of 5 part days and two separate Tuesdays. On the last day some time is also spent

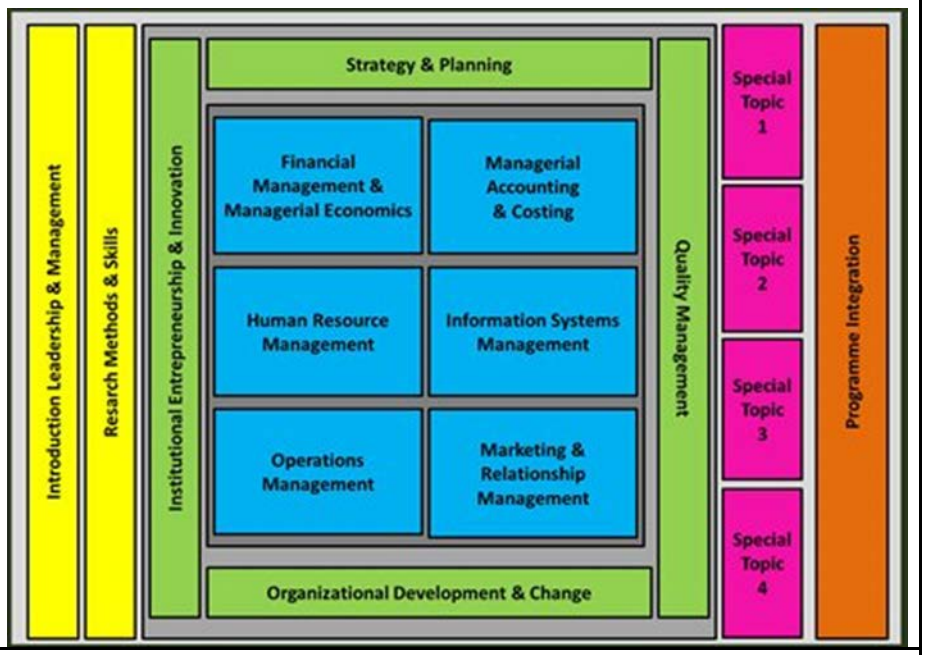
	on the improvement project for module 5. • Module 5 - House in order (quality care in the broadest sense). Students will manage an improvement process in their own educational organisation. Students begin with a conference over 5 part days. They have 4 months to complete their projects. In that period students spend 2 days at the NSO. Morning is spent on theory, and the afternoon on discussing your practice. This module concludes with a written test and an assessment of students' portfolios for which they spend another part-day session at the NSO. • Module 6 -Change and innovation.The change and innovation module calls upon all students' knowledge and skills. During the period of this module they lead an innovation project in their own school. This involves a change, which encompasses two or more policy areas and in which everyone involved in the change engages in double-loop learning. The module starts with a conference of 5 part days, a webinar of 1 part day, a second conference of 5 part days 1 month later, a third conference of 5 part days 1 month after that plus 2 separate days. Total time required is at least 5 months. This module concludes with an assessment of students' portfolios. • Module 7 – Leadership. The leadership module is only open to those who aim to obtain a master's degree. It is the core component of the NSO programme. An 18-month course in which the emphasis is on students' personal development as an education executive. • Module 8 – Research. After NSO has given students the opportunity to familiarise themselves with the methods used in practice-based research, they take part in a current research project over a number of weeks or months. In this way students learn by doing how a research project is set up and carried out, and about possible conclusions and scope. This module is also open to people who do not wish to follow the whole master's programme but would still like to gain some research skills. Students will take part in a research project in their own specialist field. They learn about the theory and practice of research in 4 x 2 part-day sessions spread over 4 months. Also, students participate in a current research project, for which they receive 4 hours' support in the form of e-coaching. They complete this module by writing a research report. • Module 9 - Master's trip. As the end of the course nears, it is

	time to integrate all the modules and also to go into a number of aspects in more depth. NSO combines these components into an inspirational trip over 10 part days. This trip is only for participants who are doing the master' s. Students round off this trip as a group with a presentation to an outside audience about everything that they have experienced that they wish to communicate to the outside world. • Module 10 – Master's thesis. The master's thesis is an individual piece of work that students produce at the end of their course. In it they demonstrate that they are able to research a topic independently in theory and practice. The thesis may take one of a number of forms from a dissertation to a presentation, a website or a film. The Integrated Master is open to members of school management teams, site managers and directors of study in general and vocational secondary education (VO and MBO) and higher professional education (HBO), who have several years' experience in education management and a bachelor's degree or an equivalent level gained through experience. The Integrated Master is organized in four periods: 1) creating a new narrative about leadership – **first study trip** aimed at introducing different views about leadership in general and educational leadership in particular; **workshops** aimed at investigating personal beliefs about educational leadership; **the master classes** aimed at gaining insight into someone's role as a leader; **e-consultations** aimed at working on someone's personal leadership issues 2) designing and implementing change – the focus is on designing change; important input for this comes from **the master classes**, **the innovation week (second study trip), open seminar** and **project workshops** aimed at providing input from personal projects and peer assisting 3) managing innovation and collaboration – the focus is on someone's personal innovation project which is coached in **the innovation workshops**; the third study trip takes place in form of **collaboration meeting**; a practice-based **research** into a theme of personal interest which could be linked to the master-s thesis; **the presentation** of the findings to another master groups 4) being a leader and demonstrating leadership – the

		focus is on demonstrating someone's leadership; the fourth study trip takes place in a form of **the leadership academy** which is aimed at taking new knowledge and integrating it with previous learning; working on **the master thesis**; working in **peer review** groups on finding solutions to issues arising from the new profiles and positions that someone is adopting in his/her school management role; two **personal development workshops** take place in this period; **the final assessment** of individual portfolios and **the presentation** of the results also take place in this period.

Maastricht School of Management, the Netherlands

Name and the level (Ma/Phd) of the study programme	Master of Management in Education Master level
Duration of programme (years and ECTS)	The length of the program is 2½ year (up to 1800 hours)
Part time study option	Yes
Outline of the programme (courses taught)	**The first course** in the foundation introduces the students into the basic and interrelated concepts of management, leadership, organizations and environment. **The second course** in the foundation trains the students in the necessary research skills. **The six courses in the functional** core aim at developing and applying knowledge in several functional management areas, both related to primary and secondary processes in educational institutions. The courses are related to the following functional business areas: operations management, marketing and relationship management, human resources management, information systems management, financial management and managerial accounting. **The integrative core contains four courses** with a comprehensive perspective on management, leadership and organizations taking into account that general management requires balances between flexibility and control and between external environmental focus and internal organisational focus. **The four courses** within the special topics specifically relate to the institutional context in which students operate. The following topics are included: - Technology enabled learning - Higher education and continuous professional development - Higher education policies and funding - Governance in higher education Program integration is realized via a practically based project in which students are given the opportunity to demonstrate their understanding of theory and application at Masters Level.

	
Form of final exam (if exists)	
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	The program will be delivered part-time in a modular form, course by course. In most cases it will concern one cohort of students and a one-time contextualized delivery per location. The delivery format consists of a mix of face-to-face learning, distance learning and self-study. The face-to-face contact takes place at the location of the employing organization. The self-study and distance learning are supported by the MsM Moodle platform and the accessibility of the MsM Information Center via internet. Courses will be scheduled (in close cooperation with the employing organizations) in such a way that participants can complete the program within 2½ year.

The University of Jyväskylä and the Institute of Educational Leadership: Master's Degree Programme in Educational Leadership

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>Master of Arts in Education, with a Specialization in Educational Leadership
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>2 years full-time; 120 ECTS (30 ECTS per semester on average)</td></tr>
<tr><td>Part time study option</td><td>No part time option</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>
<table>
<tr><th>PROGRAM MODULES AND COURSES</th><th>hours</th><th>ECTS</th></tr>
<tr><td>Academic skills and language studies
• Academic reading and writing skills I 2 ects
•Academic reading and writing skills II 2 ects
•Project and conference skills, 2 ects
•Finnish language studies Suomi 1, 5 ects</td><td>289</td><td>11</td></tr>
<tr><td>Orientation studies
• Orientation to studies and personal study plan (PSP) 2 ects</td><td>54</td><td>2</td></tr>
<tr><td>Dimensions of leadership in educational organizations
• Leadership in education, 4 ects
• History and development of leadership in educational organizations, 3 ects
• Collaborative and teacher leadership 4 ects</td><td>297</td><td>11</td></tr>
<tr><td>Developing leadership culture
• Ethical and responsible leadership, 4 ects
• Foundations of pedagogical leadership, 4 ects</td><td>216</td><td>8</td></tr>
<tr><td>International perspectives on educational reform
• Comparative and international education, 3 ects
• Case Finland: PISA results and some reasons behind it, 3 ects
• Practicum, 3 ects</td><td>243</td><td>9</td></tr>
</table>
</td></tr>
</table>

	Educational administration • Management structures and administration of educational reform, 6 ects • Leadership of quality work, evaluation and counseling, 3 ects	207	9	
	Research methods • Research methods I, 3 ects • Research methods II, 3 ects • Research methods III, 3 ects	243	9	
	Organizational behavior and communication competence • Intercultural competence in leadership and multicultural teamwork, 3 ects • Dimensions of leadership behavior, 2 ects • Intercultural and interpersonal communication, 3 ects	204	8	
	Advanced leadership • Reframing leadership, 4 ects • Leadership for strategic learning, 3 ects • Leading competence and capacity building, 3 ects • Leading change, 3 ects	251	13	
	Research seminars and master's thesis • Research seminar I, 2 ects • Research seminar II, 2 ects • Research seminar III, 2 ects • Research seminar IV, 1 ects • Master´s thesis, 30 ects • Maturity examination	219	7+30	

	Optional studies • Organizational theory and analysis, 3 ects • Leading creativity and innovation, 3 ects • Advanced organizational communication and information based leadership, 3 ects • Educational reform in Africa, 1 ects • Educational reform in Africa, 2 ects • Course offered by another faculty, min. 3 ects • Educational leadership in South Africa, 2 ects Educational leadership in South Africa, 1 ECTS • International studies, 3 ects • Responsible leadership with ethics of care and caring, 3 ects • Educational reform in the Middle East: Case Jordan, 2 ects • Leading multicultural teamwork, 1 ects • Advanced organizational behavior, 1 • Internship, 2-6 ects • Alliance universities' courses • International conference participation • School superintendence, 3 ects Leadership in organizational learning, 3 ects		min. 3
Form of final exam (if exists)	The work on the **Master's thesis** is done in three phases: 1) thesis topic, 2) thesis proposal, and 3) completing the thesis. **The thesis topic** includes the following issues: the significance of the research to the student and to the field, the student's interest in the study, the scope of research to fulfill the requirements of the university regarding the Master's thesis and to demonstrate its feasibility – showing the topic possible, desirable, and 'doable' – and applicability to the research areas of the Institute. **The research proposal** is the most important phase in doing the Master's thesis. The proposal is due in the course of the 2nd semester. The proposal is a road map to the Master's thesis project and it outlines what is to be done. A good proposal is about 15-20 pages long and it can be easily transformed into the first chapters		

	of the thesis. The proposal includes the following: title, introduction, literature review, research questions, methods and data sources, limitations, preliminary bibliography. **The completion of the manuscript** will begin after the proposal has been presented in the research seminar and has been approved by the advisor and the director of the institute. The manuscript will be administratively processed as stated in the education faculty guidelines. **The Maturity examination** is linked to the Master's thesis. Its purpose is to assess the students' abilities and knowledge in the areas of the thesis. The examination covers both theoretical and empirical aspects of the study. The examination is part of module EDLS900, which is why no separate credits are earned.
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	**Academic skills and language studies** The first two courses provide tailored support from practicing "mini theses", i.e. coursework assignment delivery, to constructing the steps of the master's thesis writing process. At the end of courses the students present their research plan for the master's thesis. The individualized support is realized in the form of a Writing Lab and one-on-one guidance using also the resource of Orientation course EDLS 110, ensuring also the full development of ICT skills, the competence to use the word template and Refworks program in one's individual research process, and the library facilities efficiently. The course materials are tailored for each cohort. They include both Internet-based materials and those provided by the lecturers. The third course is simulation of a project meeting and research dissemination conference. A project and conference website is established in Optima for typical documentation and communication by participant teams. Collaborative assignments to cover meeting documentation. Presentation skills are peer-reviewed for feedback and video-recorded for self-assessment and teacher assessment. The course No. 4 offers students the basic knowledge of the Finnish language needed in everyday life. **Orientation studies** This module includes one course. This course is aimed at building the prerequisites for the studies. The orientation module provides a basis for developing competencies in the program. Students draft their personal study plan (PSP) with a focus on their motivation, objectives and means to achieve them. During the two year

	program the PSP is updated on average once a semester. **Dimensions of leadership in educational organizations** This first course is the introductory course to the Master's Degree Program in Educational Leadership. The goal of the course is also to give a broad overview of the whole programme and to explain the interconnectedness of different modules and courses. The course consists of lectures, readings, self-reflection, group discussions, and case analyses. The second course gives an overview of leadership and management in educational organizations and institutions. The purpose is to apply general views of leadership to the school context and to introduce into different perspectives of educational leadership. The purpose of the third course is to build collaborative and teacher leadership. The course consists of lectures given by a variety of professionals from both the fields of theory and practice in education, observation on school visits of EDLS430, accompanied by group discussions and individual or teamwork assignments. **Developing leadership culture** This first course focuses on the core areas of leadership – ethics, responsibility and professional identity. The goal of the course is to give participants instruments for them to develop as educational leaders. An essential task for the students in this course is constructing and analyzing their own leadership philosophy, and solving cases involving serious ethical dilemmas. The goal of second course is to orient students to pedagogic leadership and to developing their own pedagogic leadership cultures. **International perspectives on educational reform** The purpose of the first course is to introduce the field of comparative and international education and present recent education policy reforms in selected countries. Within second cours students will explore the various reasons behind the success of Finland in PISA assessments and discuss the possibilities/impossibilities of applying these results to different countries and cultures The goal of the practicum is to relate academic and theoretical issues discussed in various modules with practical real-life situations of school leadership. To do this in a relevant way, a

	special system of tutoring has been developed at the institute. Senior principals, who also participate in the PhD programme or advanced programme of educational leadership, operate as tutors. Their task is to guide and discuss with a group of 4-5 students visiting their schools concrete leadership and management issues at their schools. **Educational administration** The goal of the first course is to detect the complex and multifaceted picture of the field where the school leader operates: local, regional, national and international structures, networks, resources and challenges. This second course examines how to lead schools and education policy within the framework of quality, accountability and effectiveness, and how quality is enhanced through the commitment to Education for All, effective guidance and counseling and support systems. The students will familiarize themselves with different aspects of school effectiveness research and different approaches to understanding and evaluating school quality. **Research methods** The courses begin in the 1st semester and continue across the 2nd and 3rd semesters. All students will carry out their own research and write a master's thesis in order to prove their academic skills. The thesis work will be taught in the courses of module Research methods, of module Research seminars and Master's thesis, and in courses Academic reading and writing skills. **Organizational behavior and communication competence** The aim of the first course is to critically study existing approaches and models of intercultural competence and review them by incorporating new approaches, including the ethical dimension of communication. Measuring intercultural competence as well as intercultural competence training will also be discussed. The purpose of the second course is to learn the development of the concept and research paradigms of organizational leadership. In particular, the course focuses on the main perspectives of effective leadership behavior, ethics in leadership, and leadership and gender. This third course introduces the students to the basic issues and concepts of intercultural communication and leadership with a

	special focus on interpersonal communication. The basis is to provide students with information and skills that can support them in real life intercultural encounters, especially in the processes of intercultural communication, multicultural group building and adaptation to a new culture. **Advanced leadership** The goal of the first course is to increase students' ability to critically observe educational organizations and based on that analysis develop organizations and also their own leadership behavior. The focus of the second course is to build an overarching perspective on strategic thinking in educational organizations. There is an important change in organization theory from strategic planning into strategic thinking, and this course gives perspectives to reorient the roles of educational organizations at school, district and national levels. The aim of the third course is to develop leading competence and capacity building. The goal of the fourth course is to construct, based on the intensive research on organizational change, a variety of approaches to change. In this effort, emphasis is given on both organizational dynamics in change and elements of individual behavior when facing change. In this respect, the key points are understanding change resistance, facing strong individual feelings, and understanding the power of emotions at workplace. **Research seminars and master's thesis** The research seminars are courses where students present their thesis topics, discuss the research problems, methods, and ways of conducting the study. This seminar also focuses on current issues and trends in educational leadership and utilizes knowledge acquired from the other courses in the programme. During the 2nd semester the students will present their research proposals in the seminar. In the 2nd year, in the 3rd and 4th semesters, the students present the more advanced state of their theses and also work in small teams with common topics. In the 4th semester in the second year, all students deliver a formal presentation on their thesis and prepare a poster describing the study. The goal is to gain adequate experience and practice in giving a presentation in an international conference.

	Optional courses The programme includes optional studies according to the student's personal interest. The extent of these optional studies is at least 3 ECTS credits. The course/courses chosen in this module should be defined in the student's personal study plan (PSP). Several of these courses may be offered in an e-learning format, to be studied either a) independently in a virtual learning environment, b) tutored in a virtual learning environment, or c) tutored with contact and e-learning classes, based on there sources and facilities available. Courses offered by visiting international faculty may be added to this curriculum based on the evaluation of the director of the Institute.

National College for Teaching and Leadership, United Kingdom

Programme 1

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>National Professional Qualification for Headship
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>6 to18 months</td></tr>
<tr><td>Part time study option</td><td>Leaders who do not wish to undertake a qualification can choose to study stand-alone elective modules (The Further study modules).
Any module a leader studies can count towards the National Professional Qualification for Headship. A leader must complete the qualification within 3 years.</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>
<table>
<tr><td>Essential modules</td><td>• Leading and improving teaching
• Leading an effective school
• Succeeding in headship</td></tr>
<tr><td>Further study modules</td><td>• Closing the gap
• Curriculum development
• Freedoms and constraints
• Leading change for improvement
• Leading inclusion: Achievement for All
• Leading staff and effective teams
• Relationships and reputation
• School improvement through effective partnerships</td></tr>
</table>
</td></tr>
</table>

	• Using data and evidence to improve performance
Form of final exam (if exists)	The final assessment comprises 3 tasks: 1 in a leader's school, 1 in a leader's placement school and a case study assessment. Through this process, leaders need to show: • how they have led the school improvement work in their own and other school settings • the ability to present and perform at interview • the ability to make decisions in test environments
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	These issues are parts of the Essential module Leading and improving teaching: • effective teaching and the head's role and responsibilities in leading and improving teaching • the Ofsted inspection framework • holding all staff to account for performance • high standards of behavior • classroom management in relation to high-quality teaching and positive behavior • monitoring, evaluating and improving teaching • teacher appraisal, including how to improve teacher performance and address underperformance • how to work with pupils and parents to improve pupil attainment The issues that are parts of the Essential module Leading an effective school: • the main management processes (including behaviour, personnel and financial management) • governing body and headship accountabilities • managing performance, professional development and sustained school improvement • managing misconduct and grievance • behaviour management • strategic financial planning and operational budget management • HR law, including pay and conditions, and employee rights • health and safety in schools • child protection The issues that are parts of the Essential module Succeeding in headship: • the non-teaching aspects of the Ofsted framework • how to establish yourself as a head teacher, including building trust and credibility with governors, staff and

	parents • how to manage your time and maintain resilience • effective leadership in high-performing international systems • main management tools, including operational and strategic planning • implementing change effectively The issues that are parts of the Further study module Closing the gap: • data collection, analysis and interpretation • improving teaching to narrow pupil attainment gaps • raising expectations and achieving high standards of behaviour • the use of best practice to address within-school variation • collaboration between teams, both within school and across schools The Further study module Curriculum development consists of the following issues: • curriculum design, evaluation and review, including curriculum-based budgeting, analysis and international comparisons • national curriculum requirements including the teaching of synthetic phonics • curriculum links 3 to 19, including careers guidance and advice • the use of curriculum freedoms to improve pupil attainment • statutory accountabilities in relation to the curriculum • formative and summative assessment The Further study module Freedoms and constraints consists of the following issues: • securing baseline standards whilst creating a culture of creative and innovative thinking • organizational and personal resilience • the challenges of leading a start-up organization The Further study module Leading change for improvement consists of the following issues: • how organizations change to improve and the characteristics of successful and unsuccessful change programmes • international evidence relating to effective change, including different ways of approaching change • leadership and management processes and tools that support change in schools • the professional qualities of effective headship in changing

	situations The Further study module Leading inclusion - achievement for all consists of the following issues: • effective whole-school leadership, relating to inclusion, (for example vision, commitment, collaboration and communication) to drive organisational change so that all pupils can achieve • whole-school approaches to improving the performance of vulnerable pupils • monitoring, evaluating, and reviewing performance in relation to attainment of pupils with SEND • improving assessment mechanisms • working with pupils and parents • improving the attendance and behaviour of vulnerable pupils • improving educational provision for vulnerable pupils The Further study module Leading staff and effective teams consists of the following issues: • using professional development to improve teaching • evaluating the impact of professional development • talent management and succession planning • using performance management to improve teaching • developing and improving leadership in your school • improving teamwork and developing high-performing teams The issues that are parts of the Further study module Relationships and reputation - free schools: • developing alliances and partnerships • making the most of freedom and autonomy through strategic leadership • related themes such as social capital, brand, reputation and accountability in the context of new schools and free schools The issues that are parts of the Further study module School improvement through effective partnerships: • building successful partnerships • governance in the context of partnership working • international evidence relating to partnerships for improvement • the principles of a self-improving system and school-to-school support in England • Ofsted evidence relating to successful partnerships (for example academy conversion, joining a chain or federation) The issues that are parts of the Further study module Using data and evidence to improve performance:

	• the relationship between data, research evidence and school improvement • data analysis and its use for accountability • approaches to school evaluation for improvement • key research relating to high-performing international systems • communicating data outcomes to different audiences • analysis and the use of research to inform performance improvement • school-based research focused on performance improvement Organization of the National Professional Qualification for Headship: • a placement at a school, in a different context from a leader's own, for a minimum of 9 days • it is necessary to complete 3Essential modules and2 Further study modules of a leader's choice • it is necessary to undertake the Final assessment Organization of the Study modules for school leaders aspiring to headship: • each module requires up to 50 hours of learning. This includes: • around 20 hours of practical learning in a leader's school • face-to-face peer and facilitated learning • reading and reflection • online learning

National College for Teaching and Leadership, United Kingdom

Programme 2

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>National Professional Qualification for Senior Leadership
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>6 to18 months</td></tr>
<tr><td>Part time study option</td><td>Leaders who do not wish to undertake a qualification can choose study modules (The Further study modules) according to their school priorities and their own development needs.
Any module a leader studies can count towards the National Professional Qualification for Senior Leadership. A leader must complete the qualification within 3 years.</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td><table><tr><td>Essential modules</td><td>• Closing the gap
• Succeeding in senior leadership</td></tr><tr><td>Further study modules</td><td>• Effective partnership working
• Effective whole-school management
• Improving the quality of teaching
• Leading change for improvement
• Leading professional development
• Research and development in teaching
• School self-evaluation</td></tr></table></td></tr>
<tr><td>Form of final exam (if exists)</td><td>The final assessment comprises 2 assessed tasks from the work a leader leads across his/her school. They will need to show that they can:
• make successful and sustainable improvements in their own school
• use the experience to reflect on and improve their own leadership skills</td></tr>
<tr><td>Analysis:
– proportion of disciplines in courses thought
– compulsory vs. optional courses
– organization of studies</td><td>The parts of the Essential module Closing the gap:
• data collection, analysis and interpretation to identify attainment gaps and diagnose causes
• improving teaching to narrow pupil attainment gaps
• raising expectations and achieving high standards of behaviour
• the use of best practice to address within-school variation
• collaboration between teams both within school and across schools</td></tr>
</table>

– **modularization**	The issues that are parts of the Essential module Succeeding in senior leadership: • leadership in different contexts and professions, particularly in relation to senior leadership • the characteristics of highly effective leadership and the importance of emotional intelligence • how adults learn and the use of diagnostic tools • your own leadership, including strengths and areas for development • strategies for effective professional development • how to create and sustain a positive working culture The parts of the Further study module Effective partnership working: • the research evidence on the value of collaboration and partnership working • the principles and benefits of effective partnerships • the principles and practice of a self-improving system and school-to-school support • working with parents and governors to improve outcomes • distributed leadership within partnerships • joint practice development across partnerships • evaluating the impact of partnership working The issues of the Further study module Effective whole-school management: • performance cultures that motivate staff and promote school improvement • effective performance management and appraisal systems • national curriculum requirements and freedoms • legal frameworks relating to behaviour management, attendance, exclusions and bullying • health and safety legislation, including governor accountabilities • child protection issues • successful financial management practice in schools The Further study module Improving the quality of teaching consists of the following issues: • effective pedagogy – outstanding teaching and learning, including pupil progress • international research and evidence on leading teaching and learning • lesson observation and strategies for improving performance • whole-school data analysis • the Ofsted inspection framework (teaching and learning) • supporting and challenging others to make improvements

	• achieving high-quality teaching and positive behaviour through classroom management The parts of the Further study module Leading change for improvement: • how organisations change to improve and the characteristics of successful and unsuccessful change programmes • international evidence relating to effective change, including different ways of approaching change • leadership and management processes and tools that support change in schools • how team leaders contribute to and influence school-wide change • the professional qualities of effective team leadership in changing situations The issues of the Further study module Leading professional development: • the role of leaders in supporting and promoting a culture of continuous professional development • the research evidence about adult learning and effective professional development • professional development linked to improvement and impact • collaborative learning within and across schools • creating and developing professional learning communities The Further study module Research and development in teaching consists of the following issues: • the current evidence about teaching and learning in the 21st century • using research evidence to inform thinking and decision making • different approaches to research and development • stubborn problems and those known as 'wicked issues' • school-based enquiry and finding creative, innovative solutions • knowledge transfer within and between schools The issues that are parts of the Further study module School self-evaluation: • whole-school strategic planning, school-improvement planning and principles of accountability • the Ofsted inspection framework • the strategic responsibilities of a governing body • systems and processes for monitoring, reviewing and evaluating performance across the school • the range of data available from across the school

	• how to use data to make a judgment about strengths and areas for improvement • identifying key risks and issues within the data, and escalating appropriately Organization of the National Professional Qualification for Senior Leadership: • it is necessary to complete 2 Essential modules and 2 Further study modules of a leader's choice • it is necessary to undertake the Final assessment which comprises 2 assessed tasks from the work the leader led across his/her school. Organization of the Study modules: • each module requires up to 50 hours of learning. This includes: • around 20 hours of practical learning in a leader's school • face-to-face peer and facilitated learning • reading and reflection • online learning

The University of Buckingham, United Kingdom

Name and the level (Ma/Phd) of the study programme	MEd Educational Leadership Master level
Duration of programme (years and ECTS)	The length of the program is 18 months. Students are required to complete 180 units of study. The taught course lasts for one academic year. During the final 6 months of the course, candidates work alone on their dissertations, though online support is available for the whole 18 months.
Part time study option	There is no part time study option
Outline of the programme (courses taught)	**•Programme component modules**

Modules	unites
Leadership in Action Project	80
Leadership Theory Unit	40
Managing People	25
Teaching and Learning Units	25
Effective Deployment of Resources Unit	10

Form of final exam (if exists)	• 4,000-5,000 word essay on Leadership Theory (20% of total marks) • 6,000-7,000 word essay on the Teachers and Teaching (at the end of the taught part of the degree programme)

	(30% of total marks). • Candidates then have up to 2 terms to complete their Leadership in Action research project of up to 12,000 words (40% of total marks) • 10% of marks are allocated for performance at the residentials. Pass Grading. Students will be expected to complete all components of the module, with an overall pass mark of 60%. The overall mark will be determined as follows (out of 100%): Leadership in Action Project: 40%; Leadership Theory: 20%; Leadership of Teachers and Teaching: 30%; Contributions to residentials, including team working: 10%. A candidate who achieves the required mark will be awarded the MEd in Educational Leadership. Candidates who fail to achieve the pass mark, but who achieve an overall average of 40% or over will be awarded a Diploma in Educational Leadership. Those who achieve an average mark of 75% or over will be awarded the Master of Educational Leadership with Distinction.
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	The programme begins with a self-assessment process, at the end of which, candidates are visited in their own schools by a course tutor. The tutor discusses with them the results and implications of their self-assessment, and frames with them a provisional action plan for the next 12-18 months. The course is deeply practical. The programmeexists in two versions: **Secondary** and **Prep and Primary**. The principles and methods are identical; some of the examples used are different (as are the attendees!).

Western Consortium, Scotland, United Kingdom

Name and the level (Ma/Phd) of the study programme	Scottish Qualification for Headship Master level
Duration of programme (years and ECTS)	2 – 5 years; 120 points at Scottish Credit and Qualification Framework Normal duration of the programme is 2 years, but candidates are able to extend the length of their programme up to maximum of 5 years.
Part time study option	No part time study option

<table>
<tr><td>Outline of the programme (courses taught)</td><td>Scottish Qualification for Headship Western Consortium programme consists of four Units:

<table>
<tr><th>Unit</th><th>SCQF points</th><th>Duration in months</th></tr>
<tr><td>Unit 1: Educational Leadership</td><td>30</td><td>6</td></tr>
<tr><td>Unit 2: Developing Capability for Improvement</td><td>30</td><td>6</td></tr>
<tr><td>Unit 3: Leading and Managing to Improve Learning: Part 1</td><td>30</td><td>6</td></tr>
<tr><td>Unit 4: Leading and Managing to Improve Learning: Part 2</td><td>30</td><td>6</td></tr>
</table></td></tr>
<tr><td>Form of final exam (if exists)</td><td>The Assessment process:

Assignments for Units1, 2 & 3 will be graded by HEI tutors. For

<table>
<tr><th>Unit</th><th>Assessment Task</th></tr>
<tr><td>Unit 1</td><td>– Contextualised Self-evaluation
– Personal Learning Plan
– 360° survey plus response for formative
– feedback</td></tr>
<tr><td>Unit 2</td><td>– Situational analysis
– Rationale for School Improvement Plan
– Project Plan for School Improvement</td></tr>
<tr><td>Unit 3</td><td>– Written report on progress to date
– with SIP including the outcomes of
– the comparative enquiry and relevant evidence
– Reflective commentary on the candidate’s own development</td></tr>
<tr><td>Unit 4</td><td>– Evidence Portfolio linked to the Standard
– School Improvement Plan Reflective Analysis
– 360° survey</td></tr>
<tr><td></td><td>Presentation and Viva</td></tr>
</table>
For Unit 4 there will be two assessors involved in looking at each candidate’s work: a field assessor and a tutor assessor. Field assessors, who will be nominated by employers, will visit each candidate in their school at the end of Unit 4 to verify the portfolio of evidence and talk to the candidate, their line manager and a colleague involved in the candidate’s project. Final assessment of Unit 4 will depend on agreement between the field and the tutor</td></tr>
</table>

	assessor.
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	The specific topics covered in the Unit 1 are: 1) purposes of education, 2) the policy context, 3) changing professionalism, 4) the school as an organisation, 5) learning, 6) application of ICT to learning and teaching, 7) quality assurance, 8) investigative skills, 9) evidence-informed practice, 10) critical reflection and learning, 11) evaluation strategies, 12) ethical and evaluative issues, 13) The Standard for Headship and self evaluation. The specific topics covered in the Unit 2 are: 1) organisational culture, 2) strategic planning, 3) assessing organisational capacity, 4) enabling professional learning and growth, 5) managing change, 6) the professional actions – learning and teaching, 7) people, policy and planning and finance& resources, 8) project planning and evaluation strategies. Units 3 & 4 are based on a work-based project that has to be planned, implemented and evaluated over an 12 month period. Through this project evidence is gathered to support the claims for competence against the Standard. Topics covered in the Unit 3 are: 1) working with and through staff and other professionals, 2) evaluating professional development, 3) planning and undertaking a comparative study in another organization, 3) issues in implementing and evaluating change processes and outcomes, 4) using evaluative evidence. Topics covered in the Unit 4 are: 1) creating and maintaining effective learning and teaching, 2) processes and systems for quality assurance in schools, 3) school effectiveness and improvement, 4) performance management, 5) school culture and accountability, 6) strategic and operational planning. Unit 4 will finish with a 2 day residential in which the Standard for Headship will be revisited as will the role of the teacher and the holistic nature of leadership and management. Everyone entering the programme must attend Unit 1. Units 2 – 4 may be overtaken either through distance learning with coach and tutor support or through attending taught sessions as a member of a cohort of participants. On the taught route seminar days will be arranged at strategic points in each Unit as outlined for Unit 1. Candidates will have study activities and reading to do in preparation for these sessions and after them they will have to reflect upon and link the new ideas they have encountered to their planning or assessment tasks. The days themselves will be a mixture of presentations, group activities

	and peer-coaching sessions. The local authority coordinator for the SQH programme will also arrange regular network meetings for the candidates for the duration of the taught course. Candidates on the distance learning route will follow programmes of work drawn from the Individual Study Pack and they will have regular sessions with a trained coach during Units 2 and 3 to develop their capacity to learn from their experiences. In addition they will be expected to engage in formative peer assessment and network sessions electronically. All candidates will have individualised support from a tutor during Unit 4. The tutor will give specific advice on the preparation of written submissions for the summative assessment of Unit 4 and the viva. In addition each candidate will be assigned a mentor. This will usually be their own headteacher who has already sponsored their entry to the programme.

National school for leadership in education, Slovenia

Name and the level (Ma/Phd) of the study programme	Headship License Program Postgraduate level (non-university)
Duration of programme (years and ECTS)	1 or 2 years, 144 hours
Part time study option	/
Outline of the programme (courses taught)	The programme for Headship Licence consists of 6 compulsory modules: • Introductory module: Head teacher as a manager and as a leader, team building, learning styles, and management of changes • Organizational theory and leadership: Organisational theory, models of school organisation, school leadership • Planning and decision making: Vision, planning, approaches to decision-making • Head teachers' skills: Managing conflicts, running meetings, observing lessons • Human resources: Climate and culture, motivation, staff professional development • Legislation
Form of final exam (if exists)	

Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	The programme is designed for head teacher candidates and leads to the Headship Licence. This programme is required for all head teachers. The program is implemented in small groups of 18 to 21 participants, by which different forms of active work are made possible, such as workshops, work in groups, case studies, role playing, exchange of participants' experiences and presentations of particular organizations.

Ontario College of Teachers, Canada

Name and the level (Ma/Phd) of the study programme	The Principal's Qualification Program (PQP) Master level
Duration of programme (years and ECTS)	Part I and Part II of the program are each 125 hours in length, and the Leadership Practicum consists of a 60-hour leadership experience.
Part time study option	
Outline of the programme (courses taught)	**Program components** PQP comprises Part I, Part II and a Leadership Practicum, The **content of Part I and Part** II is organized into five domains: 1. Setting Directions 2. Building Relationships and Developing People 3. Developing the Organization 4. Leading the Instructional Program 5. Securing Accountability **Components of the Leadership Practicum:** 1. Leadership Practicum Mentor 2. Leadership Practicum Proposal 3. Leadership Practicum Log 4. Leadership Practicum Reflective Journal 5. Observation 6. Regular Reporting 7. Leadership Practicum Final Report
Form of final exam (if exists)	Within the program there is a combination of self and peer assessment as well as instructor feedback and evaluation. Candidates are given opportunities to demonstrate their learning through performance, written and oral assessments. Candidates must develop a Leadership Practicum proposal before being recommended for Part I and successfully complete the

	Leadership Practicum experience before being recommended for Part II. (The Leadership Practicum final report, reflective journal and log of activities must be successfully completed in order to be recommended to the College for Part II).
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	Instruction is varied to include large group, small group and individual learning. As well, professional reading and reflection on all aspects of the principal's role are integral parts of the program. The skills and knowledge of the candidates are extended through case studies, in-basket exercises and the Leadership Practicum. Program is offered as face to face and distance education delivery (Interactive, synchronous video conferencing is an acceptable). Providers may choose to use other online methods of interaction. These online components are limited to 35 of the 100 hours of contact time. **In the first domain** the principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations. **Candidates will be able** to initiate, facilitate and manage change, and operate successfully in a dynamic environment that is characterized by increasing complexity. **Within Part I candidates explore**: the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession and their link to the role of the principal; legal requirements of the principal's role: duties, roles and responsibilities of the principal as outlined in the Education Act and Regulation 298; relate the Ontario College of Teachers Act to the role of the principal; the provincial Leadership Framework for Principals and Vice-Principals; current research in educational leadership; the legislative, policy and historical context that governs education reflecting the Ontario context; various theories, models and strategies for effective decision making and problem solving; leadership styles; process of discernment/practice of self-reflection; ability to know oneself; the Ontario First Nation, Métis, and Inuit Education Policy Framework; A management linguistique: A Policy for Ontario's French-Language Schools and Francophone Community. **Within Part II candidates deepen their understanding of** the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* and their link to the role of the principal; strategic planning and processes that engage the diversity, values, and experiences of the school community, and district school boards; strategies to build, communicate and implement a shared vision; strategic planning and processes that involve setting goals that are relevant, realistic and measurable; ministry and board infrastructure, leadership theories; personal leadership style; leadership in curriculum management, review, development and implementation;

	elementary and secondary curriculum policy requirements and expectations; change theory and processes; using data to inform decision making; the political context of education; implications of provincial educational patterns and initiatives on school improvement planning **In the second domain t**he principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students. **Candidates will be able** to build and sustain learning communities that support diversity and promote excellence, accountability, anti-racism, equity, partnerships and innovation; liaise with educational stakeholders and exercise ethical leadership. **Within Part I candidates explore**: communication skills; conflict management and mediation; strategies for resolving ethical dilemmas; giving and receiving feedback; cultures of coaching and mentoring; abilities to foster an open, fair, equitable culture through fostering anti-discriminatory, anti-racist practices and principles; the dynamics and influences of power and privilege upon school culture; inclusive education practices; practices to create and enhance professional relationships and promote capacity building. **Within Part II candidates deepen their understanding c**ommunication strategies for different stakeholder groups; how to use communication strategies to address barriers and engage marginalized members of the community; manage time, energy and interaction; strategies to promote wellness and balance for self and staff; support networks and role of professional organizations; strategies to promote ongoing professional learning; strategies to address ethical dilemmas; conflict management and decision making approaches; critiquing strategies to foster open, fair, equitable culture through anti-discriminatory and anti-racist practices and principles; strategies to promote individual and team development; the importance of innovation in education and how to ensure an environment in which intellectual risk is promoted; understanding the dynamics and influences of power and privilege upon school culture; processes to promote connections and collaboration in order to engage teachers, parents and students in distributive leadership; inclusive education practices. **In the third domain t**he principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment. **Candidates will be able to:** understand and apply education and student-related legislation in Ontario and district school board policies that have an impact on the school,

	students, staff and community; manage and direct the human, material, financial and technological resources for efficient and effective schools. **Within Part I candidates explore:** various leadership styles; changing contexts and the changing role of the principal; models of effective partnership; accessing community support and agencies; legal implications in decision making; the legal requirements and the role of school councils, volunteers in the school; cultures of coaching and mentoring; components of staff supervision and performance appraisal including all employee groups; developing strategies to ensure teacher ownership of their annual learning plans; labor relations; collective agreements; the role of the local union and school union representative(s); grievance procedures and the principal's role; strategies to include parent involvement; strategies to develop a school culture which promotes shared knowledge and shared responsibility for outcomes. **Within Part II candidates deepen their understanding of:** legal implications in decision making; implications of the *Labor Relations Act* and the *Employment Standards Act;* interviewing skills and the hiring Process; how to positively portray the school in the community; the role of schools, boards and Trustees; diversity and equity at all levels of the organization to ensure equity of access to opportunity and achievement for staff and students; identifying, analyzing and responding to factors that impact upon and influence school improvement; efficient administrative practices which minimize effort on recurring, predictable activities; the performance appraisal process and how it is used to foster professional growth and further professional practice; entry planning to support effective school cultures and student learning; strategies to develop a school culture which promotes shared knowledge and shared responsibility for outcomes. **In the fourth domain** the principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively to promote learning. **Candidates will be able** *to* align, develop and monitor programs, structures, processes, resources and staff to support student achievement. **Within Part I candidates will** characteristics of students in primary, junior, intermediate and senior divisions and learning theories; the importance of professional practice being informed by research/data including school effectiveness research; current resources and support available from the Ministry of Education; the implementation of core ministry and board priorities; professional learning teams and their relationship to school improvement; special education legislation and Processes; the role of the principal in the Identification, Placement and Review Committee process; the development and implementation of

	Individual Education Plans; school organization, program development, delivery and evaluation for students with exceptionalities; communications with and involvement of parents; access to community support and Agencies; holistic and inclusive education practices that examine diversity, access, equity and advocacy; school improvement plans and processes; curriculum development, implementation and review processes; approaches to integrate holistic learning models and processes. **Within Part II candidates deepen their understanding of:** characteristics of students in primary, junior, intermediate and senior divisions and learning theories; strategies to connect goals and align school planning processes with board and ministry directions, current learning theories, and school effectiveness research; creating school plans to improve student learning and achievement based upon school and individual student assessment results, integrating inclusive education practices; approaches to include and integrate ethnocultural equity, antiracism and anti-violence education in the curriculum, the current ministry funding model and board budgeting process/ practice, budget planning processes that ensure student learning and achievement is at the centre of planning and resource management; the use of technology to support the instructional program; supporting differentiated instructional strategies to ensure the successful achievement of all students, supporting approaches to include and integrate character education into the curriculum, models of effective partnerships. **In the fifth domain** the principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education. The principal is specifically accountable for the goals set out in the school improvement plan. **Candidates will be able to** create a safe learning environment; demonstrate accountability for the achievement of all students and promote student success and lifelong learning in partnership with staff, parents and the community. **Within Part I candidates will explore:** the implications of the legislation, policies and liability as they apply to the role of the principal; safe schools legislation, board policies, procedures, and protocols, legislation pertaining to student records and confidentiality, legislation pertaining to school Attendance; negligence and liability issues, strategies to ensure crisis prevention, intervention and management, strategies for effective involvement of school councils, practices to strengthen commitment to school improvement planning processes; strategies to develop and present coherent, understandable, accurate and transparent accounts of the school's performance to a range of audiences; building a pertinent

	set of data to understand and assess the needs of the school; assessment of an effective learning environment. **Within Part II candidates *deepen their understanding of:*** provincial, national and international testing programs, including Education Quality and Accountability Office; data analysis and management, and application of school and individual results to improve student achievement; using data and research methods, including action research; student assessment and evaluation policies and procedures; provincial report card requirements; strategies to develop and present coherent, understandable, accurate and transparent accounts of the school's performance to a range of audiences; understanding the role of teacher and principal leadership in promoting student achievement; building a pertinent set of data to understand and assess the needs of the school; outcomes of regular school self review with board, ministry and other external assessments for school improvement; assessment of an effective learning environment; critiquing school plans to improve student learning and achievement based upon school and individual student assessment results. **The Leadership Practicum** is a required and integral component of the PQP. It is a structured educational leadership experience. Candidates must develop a Leadership Practicum proposal before being recommended for Part I and successfully complete the Leadership Practicum experience before being recommended for Part II. The Leadership Practicum is intended to provide an opportunity for candidates to act as a member of a school administrative team in a leadership role working with students, staff, parents and the community. 1. **Leadership Practicum Mentor**. The Leadership Practicum must apply to a school setting and be mentored by a practicing qualified principal or vice-principal. 2. **Leadership Practicum Proposal** This Practicum is a contract between the candidate, mentor and instructor outlining the nature of the inquiry to be undertaken by the candidate. Approval of the Leadership Practicum proposal is required prior to being recommended to the College for Part I. 3. **Leadership Practicum Log.** Candidates are expected to use a log to describe and document the activities they have engaged in throughout the Leadership Practicum process. This description and documentation may include such things as agendas, minutes, meetings with mentors and/or instructors and samples of work. The log may also include descriptions of professional learning activities such as conferences, workshops, research, and professional reading related to the Leadership Practicum.

	4. **Leadership Practicum Reflective Journal.** Candidates are required to keep a journal that details their reflections on professional learning and personal growth throughout the Leadership Practicum process. The journal will reflect on connections between the Leadership Practicum, the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession and the Leadership Framework for Principals and Vice-Principals found in Putting Ontario's Leadership Framework into Action/Mise en application du Cadre de leadership de l'Ontario. 5. **Observation** (optional component). It is expected that the duration of the Leadership Practicum will be a minimum of 60 hours of which 20 hours could be observation. 6. **Regular Reporting:** Candidates are required to meet regularly with their Leadership Practicum mentor to discuss ongoing learning. In addition, they are required to consult with their instructor. 7. **Leadership Practicum Final Report.** Candidates are required to prepare a report on the Leadership Practicum learning experiences.

Niagara University's educational leadership program, Canada

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>Master of Science in Education: Educational Leadership
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>The length of the program is 2 year, but It is possible to complete the program at an accelerated pace depending on each person's needs or circumstances.
Total Graduate Credits — 36
Administrative Internship (EDU 694) totals 300 hours</td></tr>
<tr><td>Part time study option</td><td>Students can complete the M.S.Ed. degree program in two years by taking two courses on a part-time basis in the fall, spring and summer sessions.</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>
<table>
<tr><th>Required Courses</th><th>hours</th><th>Credits</th></tr>
<tr><td>Multicultural Education (required out-of-discipline course)</td><td></td><td>3</td></tr>
<tr><td>Educational Research and Statistics</td><td></td><td>3</td></tr>
<tr><td>Introduction to Educational Leadership</td><td></td><td>3</td></tr>
<tr><td>Leadership & the School Building Leader</td><td></td><td>3</td></tr>
<tr><td>Ontario School Law</td><td></td><td>3</td></tr>
<tr><td>Instructional Supervision</td><td></td><td>3</td></tr>
<tr><td>Curriculum Planning: Design, Implementation & Evaluation</td><td></td><td>3</td></tr>
<tr><td>Capstone for the School Leader</td><td></td><td>3</td></tr>
<tr><td>Administrative Internship</td><td>300</td><td></td></tr>
<tr><td>Research in Educational Leadership</td><td></td><td>3</td></tr>
<tr><th>Electives Courses</th><th>hours</th><th>Credits</th></tr>
<tr><td>Effective Dynamic Change</td><td></td><td>3</td></tr>
<tr><td>Community Interrelationships</td><td></td><td>3</td></tr>
<tr><td>Administering Special Education Programs</td><td></td><td>3</td></tr>
</table>
</td></tr>
<tr><td>Form of final exam (if exists)</td><td>Students must maintain a B average in coursework and successfully complete a comprehensive examination. The comprehensive exam is a take-home essay-style review of the courses aligned with course objectives.</td></tr>
<tr><td>Analysis:
– proportion of disciplines in courses</td><td>• Courses are offered through face to face and distance education delivery.
• The studies are modularized.</td></tr>
</table>

thought – **compulsory vs. optional courses** – **organization of studies** – **modularization**	• Student can choose two elective courses • Once accepted, students will be assigned a faculty advisor. • Students should communicate with the assigned advisor prior to beginning their program of study and periodically thereafter. **Required Courses Content** **Multicultural Education (required out-of-discipline course).** This course examines the key role that multicultural education plays in reaching the hearts and minds of our youth. The theories and practices of multicultural education are presented as central to learning not as marginal or added on to the "regular" curriculum. **Educational Research and Statistics** This course is designed to introduce graduate students to the principles of research in education. Students will become effective consumers of educational research by analyzing the literature in a particular area of interest, synthesizing the results and determine if the area of interest enhances best practices. Students will also develop practical research skills that they will use to assist them in their own continuous development within the profession. Teachers and administrators enrolled in this course will complete a review of the literature (in the area of interest), presentation using empirical evidence and a reflection paper. **Introduction to Educational Leadership.** This course is one of the first courses taken in the program. Students outside of the Educational Leadership concentration may register with the permission of the instructor. In this course, leadership theory will be applied through the use of individual assessment instruments i.e., analysis of video tapes, case studies, article critiques, role playing and self-assessment critiques. The importance of style of leadership and influences that effect style will be emphasized. In this course, leadership theory will be applied to the role of the principal by applying them to case studies and/or praxis scenarios. The importance of leadership approaches to achieve inclusivity and to contribute to school improvement will be emphasized. Other major concepts will be analyzed to explore attributes and skills necessary to facilitate the leadership process for managing a school building organization. **Leadership & the School Building Leader** In this course, leadership theory will be applied to the role of the principal by applying them to case studies and/or praxis scenarios. The importance of leadership approaches to achieve inclusivity and

	to contribute to school improvement will be emphasized. Other major concepts will be analyzed to explore attributes and skills necessary to facilitate the leadership process for managing a school building organization. **Ontario School Law** This course includes a study of the current Ontario Statutes and Regulations which govern the schools of Ontario. Students research the legislation both on-line and in class (hard copy) using a series of questions as a guide and through class discussion examine closely, the language, and its implications in a school (district) setting. Case studies are used to allow candidates to apply board policy and Ontario law to a given situation of interest. The candidates examine the consistency and/or discrepancies of the policy with law, formulate their response to the situation and present it to the class. Various trends, reports, and court cases which have resulted in changes in the law are also examined. The court cases are presented by teams of candidates in class and used to promote discussion of the interpretation of aspects of the statutes and regulations **Instructional Supervision** This offering orients the individual to the functions and major principles of instructional supervision. Attention is devoted to the critical examination of current research and publications about effective supervisory behavior. Models for supervision are introduced and emphasized within the framework for improving teaching performance and its impact on student achievement. Appropriate strategies for developing and implementing supervisory programs are stressed. **Curriculum Planning: Design, Implementation & Evaluation** This course is designed to give the participants a background in the planning, designing, and implementation of various curriculum and educational programs. **Capstone for the School Leader** As leaders deal with the issue of effecting dynamic change, they will need to consider various processes and strategies: 1) professional learning and support for staff; 2) distributed leadership and democratic community; 3) fostering collaborative cultures; 4) supporting change processes and transitions. Embedded in these approaches and strategies is the understanding of levels of change cycle development; key ideas from change theory; stages of concern and the complexity of change.

	Administrative Internship This course provides the internship experience requirement for the master's program in Ontario. Candidates will complete 300 internship hours. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards set out by the Educational Leadership Constituent Council. **Research in Educational Leadership** Each candidate's prior acquired knowledge from program courses and applied field experiences in the Educational Research program will provide the base for research study, application and writing for this course. Candidates will work with a graduate professor on an individual basis. Candidates will study advanced research concepts, processes and approaches necessary to bring an investigation to a successful completion and subsequent publication. This course requires permission of instructor. **Electives Courses Content** **Effective Dynamic Change** As leaders deal with the issue of effecting dynamic change, they will need to consider four strategies: 1) training and support for staff; 2) realigning formal roles and relationships; 3) establishing collaborative cultures; 4) providing transition rituals **Community Interrelationships** This course will consider social structures operating within a community. Principles and techniques of working with school personnel, organizations and members of the community will be the focus of the course with a view to promoting better public relations. **Administering Special Education Programs** The topic of the seminars will be determined by the Educational Leadership Department. This course, Administering Special Education Programs, will focus on the role of the administrator in the implementation of the various legislations and policies in Ontario which impact on the provision of educational programs and services on behalf of students with special education needs. The course includes an in-depth review of the legislation and policies with respect to special education from the perspective of the administrator's role; building positive partnerships with parents and advocates; creating and managing the school support team; and an exploration of "best practices" with respect to supporting students in their quest for educational success.

Graduate School of Education at Harvard University, USA

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>The School Leadership Program
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>1 year; 32 credits</td></tr>
<tr><td>Part time study option</td><td>No part time study option</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>When applying, candidates will need to choose between two curricular strands within SLP: Principal Licensure and School Development. To graduate, all SLP candidates must complete 32 credits, including a year-long field practicum at a local school.

<table>
<tr><th>Core seminars</th><th>Credits</th></tr>
<tr><td>SLP Pre-practicum Module</td><td>No-credit</td></tr>
<tr><td>School Leadership Pro-Seminar</td><td>8</td></tr>
<tr><td>School Instructional Leadership: Seminar and Practicum</td><td>8</td></tr>
</table>
</td></tr>
<tr><td>Form of final exam (if exists)</td><td></td></tr>
<tr><td>Analysis:
– proportion of disciplines in courses thought
– compulsory vs. optional courses
– organization of studies
– modularization</td><td>The content of the course SLP Pre-practicum Module:
This noncredit module serves as a pre-orientation to the School Leadership Program (SLP) and to the half-time practicum that accompanies it. It provides students an opportunity to begin the learning networks that will be used throughout the year in SLP's core course. Students will engage with the "big ideas" that undergird the SLP-about what schools that meet the needs of all students look like and what school leaders do to create, support, and sustain these schools. Students will begin to assess and build their own leadership and communication skills as they prepare for their year at Harvard and plan how to maximize their learning in the practicum.

The content of the course School Leadership Pro-Seminar:
This course has three major goals. One is to address the leadership skills students need to understand schools as organizations and to mobilize effective improvements in them-how to enter and assess the challenges, needs, and opportunities in a particular school, and how to develop and practice leadership moves and interventions that advance the work of instructional and organizational improvement. At the same time, the course focuses on how students</td></tr>
</table>

	develop and practice a set of personal leadership skills--finding their voices as writers and speakers, developing agency as powerful organizational contributors, working effectively across differences, and developing communities of learners. Students will understand how their sense of purpose, their mental models and operating principles, and their skills and courage in working with other adults shape their effectiveness as leaders. The third major goal of the course is integrative--drawing on and synthesizing experiences within the cohort, in the practicum, and in required and elective coursework--to help students develop and build their responses to the three overarching questions for the School Leadership Program: (1) What does a great school--one that provides high-quality teaching and learning for *all students*--look like? (2) What do leaders do to make great schools? (3) How do you develop and assess your own readiness to lead a great school? **The content of the course School Instructional Leadership: Seminar and Practicum:** The primary goal of this yearlong course is to prepare students for principal licensure and for school leadership roles in district, charter, pilot, and private schools as well as other educational organizations. The course emphasizes the conceptual framework and skills, as well as the values and beliefs, school leaders need to develop in order to create and manage schools and organizations that continually strive to improve instruction and increase student learning for all students. Students who complete the course should expect to have mastered the following skills: how to set up and manage operational systems to ensure that the school as an organization runs well, continually engages in practices that concentrate on increasing the quality of instruction and student learning for all students, and positions itself as a school to thrive in the future; how to analyze and use multiple sources of data about student performance to improve instruction and student achievement for all learners; how to use teacher supervision, evaluation, and follow-up as a lever for instructional improvement; how to manage resources--people, time, money, job descriptions, district and community opportunities--and the budget development process to support instructional improvement and increased student achievement for all learners; how to engage parents and the community in supporting student learning; how to plan and implement schoolwide programs, including shelter content and scaffolded instruction, for English language learners to ensure language mastery; how to recruit, hire, and support instructional staff; and how to prepare personal entry plans for school leadership positions in district, charter, private, and pilot schools as well as other educational organizations. In addition, students are expected

	to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students; to understand and support best practices for sheltering content for and teaching academic language to English language learners; and to increase their understanding of how individual schools and educational organizations operate within the context of overarching district, charter, pilot, and private school goals for improved student achievement. The School Leadership Program (SLP) includes the following two strands of specialization: • Principal Licensure -- Those who are interested in obtaining Massachusetts licensure as a school principal • School Development -- Those whose school leadership roles that do not require licensure (for example, in charter schools) The minimum requirements for admission to thePrincipal Licensure strand: • Admission to the Principal Licensure Strand of the School Leadership Program • Four years of full-time teaching experience • Valid teacher licensure The Principal Licensure strand is designed for students who want to work as a principal or assistant principal in a traditional public preK-12 school. The heart of the program is a year-long placement in a Boston-area school where you will work closely with a principal mentor. Learn more about applying for licensure as a school principal or assistant principal in the Commonwealth of Massachusetts. School Development strand students take several of the same core SLP courses and also conduct a year-long practicum to get fully grounded in the work of leading a school. Beyond that, school developers use the increased flexibility (1.5 fewer required courses than Principal Licensure Strand students) to customize their learning with additional electives, getting deeper insights into teaching and learning, entrepreneurship, or the mechanics of starting a school. In addition, many school developers exercise increased flexibility at their practicum sites during the spring to visit other schools as they develop plans for their own.

Australian Catholic University, Australia

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>Master of Educational Leadership
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>1,5 years full-time or equivalent part-time (120 credit points)</td></tr>
<tr><td>Part time study option</td><td>1,5 years full-time or equivalent part-time</td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>Core Units

<table>
<tr><th>Unit Name</th><th>Credit Points</th></tr>
<tr><td>Perspectives on Leadership</td><td>10</td></tr>
<tr><td>Values and Leadership</td><td>10</td></tr>
</table>

Research Units

<table>
<tr><th>Unit Name</th><th>Credit Points</th></tr>
<tr><td>Evidence in Contemporary Education</td><td>10</td></tr>
<tr><td>Methods of Educational Research (Pre: EDRS602 Evidence in Contemporary Education)</td><td>10</td></tr>
<tr><td>Overview of Educational Research</td><td>10</td></tr>
</table>

Capstone Project Units
<table>
<tr><th>Unit Name</th><th>Credit Points</th></tr>
<tr><td>Capstone Research Project in Education (Pre:EDRS603 Methods of Educational Research)</td><td>10</td></tr>
<tr><td>Capstone Applied Project in Education (Pre:EDRS604 Overview of Educational Research)</td><td>10</td></tr>
</table>

Specialist Units
<table>
<tr><th>Unit Name</th><th>Credit Points</th></tr>
<tr><td>Leading Educational Change</td><td>10</td></tr>
<tr><td>Leadership Spirituality</td><td>10</td></tr>
<tr><td>Leading Authentic Learning</td><td>10</td></tr>
<tr><td>Employment Relations and the Legal Context in Education</td><td>10</td></tr>
<tr><td>Leading the Catholic School</td><td>10</td></tr>
</table>
</td></tr>
</table>

	<table><tr><td>Faith Leadership</td><td>10</td></tr><tr><td>Education Policy and Governance</td><td>10</td></tr><tr><td>Leadership Theory into Practice</td><td>10</td></tr></table> **Electives** Up to four electives may be selected from other approved ACU Masters/AQF Level 8 or 9 courses, with the approval of the Course Coordinator.
Form of final exam (if exists)	To qualify for the degree, a student must complete 120CP consisting of: • • 20 cp from Core Units; • at least 30 cp from Specialist Units; • at least 10 cp from Research Units* • 20 cp from Capstone Project Unit; • up to 40 cp from additional Electives. *Students undertaking the Capstone Research Project unit (EDRS600) should complete the prerequisites EDRS602 Evidence in Contemporary Education and EDRS603 Methods of Educational Research. Students undertaking the Capstone Applied Project in Educational Leadership (EDLE610) should complete the prerequisite EDRS604 Overview of Educational Research.
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	**Core Units Content** **Perspectives on Leadership** This unit extends and deepens students' understandings of the "nature" of leadership in general and specifically in educational organisations. It provides students with engaging experiences to appreciate the history and origins of modern leadership as well as its approaches in organisations, particularly those with a faith-based orientation and a learning focus. This invites a critical scrutiny of leadership and organisation theory in its various manifestations. It supports students as they strive to transform organisational cultures while nurturing personal and social growth. Students will be expected to apply their learning to their own contexts. **Values and Leadership** The content and processes of the unit are designed to help students understand the valuing process and be better prepared to make responsible choices in complex, often tension-filled, situations. The

	unit will offer insights into ethical, moral and virtuous frameworks used for the study and analysis of life in schools. **Research Units** **Evidence in Contemporary Education** This is the first of two Core Research units in the Master of Education. Contemporary teaching and educational decision making should be informed by evidence. The unit offers an introduction to understanding educational evidence and the different approaches, considerations and challenges involved in educational research. In addition to reviewing core social science research methods, students will apply their knowledge to the critical analysis of research publications and evaluate the significance of research findings for educational practice. In addition, students will explore participatory and user-centred research, as well as the ethics of research. This unit prepares teachers to be systematic and critical evaluators of student data or data collected and analysed by education researchers internationally. It also provides the foundation for further studies in educational research. **Methods of Educational Research (Pre: EDRS602 Evidence in Contemporary Education)** This is the second of two core Research units in the Master of Education. This unit extends learning outcomes achieved in EDRS602 and enables students to prepare a research proposal at Masters Level. The unit is designed to help students to clearly identify a researchable problem and generate feasible research questions. It is designed to help students understand the complexity of educational practices and the need to consider various research approaches to explore problems of interest. Students will extend their understanding of different research methodologies in order to select appropriate research methods for their questions. Material will include an in-depth consideration of methods not already covered in EDRS602 Evidence in Contemporary Education. **Capstone Project Units** **Capstone Research Project in Education (Pre:EDRS603 Methods of Educational Research)** This Capstone Project unit enables students to build on specialised knowledge and skills acquired in previous units to develop a deeper understanding of the approaches and methods that are involved in rigorous research design and writing. Students will undertake a systematic investigation of a theoretical or practical issue in an area of professional interest of the student. The unit culminates in the research report that demonstrates competence in the research process.

	Specialist Units Content **Leading Educational Change** Leaders in schools and educational systems are faced with the challenge of operating in a rapidly changing world. Economic globalisation, rapid technological advances and societies increased expectations of education have replaced past certainties with new and uncertain frameworks. Dynamic change has become the order of the day. Within this context, educational leaders need to understand the forces for change operating at three different levels, namely; within the wider global environment; within the school and education systems; and within individuals. **Leading Authentic Learning** This unit explores current understandings of learning and focuses in particular on the ethical and moral dimensions of educational leadership that support these understandings of learning. This unit assumes that authentic learning involves moving beyond the assumptions of efficiency and effectiveness in the delivery and performance of learning to an understanding of learning as essentially a moral activity that integrates human, economic and civic concerns. **Employment Relations and the Legal Context in Education** This unit has two strands - the legal strand and the employment relations strand. The legal strand provides students with a working knowledge of law as it affects education. It will give students an opportunity to apply basic legal principles to practical situations in schools and systems. Sources of law will be examined by studying relevant aspects of common law [e.g. law of torts] and statute law [e.g. anti-discrimination legislation and child protection legislation]. The employment relations strand deals with matters relating to the employment of staff in education, for example enterprise bargaining and industrial agreements, and Catholic social justice teachings. It also seeks to develop skills necessary to effect harmonious employment relations. **Leading the Catholic School** This unit acknowledges that the Catholic school operates within a context of societal and ecclesial change **Faith Leadership** This unit acknowledges the challenge facing educational leaders as they engage faith leadership in the Catholic or other faith-based

	school. To support the development of capabilities in respect to faith leadership, the unit explores current understandings of faith and leadership within organisations and notes the growing support for spirituality rather than religion in organisations. **Education Policy and Governance** This unit has been designed to give participants an understanding of issues concerning policy and governance in contemporary education contexts. **Leadership Theory into Practice** The specific intention of this unit is to provide the opportunity for the application of learning across a number of units in an integrated way which extends and enhances understandings. Students are challenged to synthesize different aspects of the theory and practice of educational leadership so as to heighten its applicability to their specific workplace. As an integrative unit, it would normally be taken in the later stages of a student's candidature. **Study mode definitions** Attendance: Face-to-face and/or via video conference, at an ACU campus or another location. Multi-mode: A combination of Online and Attendance (including examinations, practicum, residentials, etc.). Online: Fully online (including assessments).

Hungarian-Netherlands School of Educational Management (HUNSEM), Hungary

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td>The length of the program is 2 years (360 instruction hours)</td></tr>
<tr><td>Part time study option</td><td></td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>The education takes place in subjects, the subjects are clustered into theme groups.
<table>
<tr><th>Theme group</th><th>Subjects</th><th>Credit</th><th>Hours</th></tr>
<tr><td>Education Policy and Education Management I.</td><td>Theoretical Foundation of Educational Systems</td><td>5</td><td>15</td></tr>
<tr><td rowspan="2">Quality and Innovation Management</td><td>Management of Innovation</td><td>5</td><td>15</td></tr>
<tr><td>Foundation of Quality Management</td><td>3</td><td>10</td></tr>
<tr><td rowspan="2">Organisation</td><td>Organizational Theory and Culture</td><td>3</td><td>10</td></tr>
<tr><td>Organizational Development</td><td>3</td><td>10</td></tr>
<tr><td rowspan="2">Strategic Management</td><td>Strategic Management</td><td>3</td><td>10</td></tr>
<tr><td>Project Management</td><td>3</td><td>10</td></tr>
<tr><td>Training</td><td>Personality Development and Communication Training</td><td>3</td><td>15</td></tr>
<tr><td rowspan="2">Human Resources</td><td>Human Resources Management</td><td>5</td><td>15</td></tr>
<tr><td>Social Psychology</td><td>5</td><td>15</td></tr>
<tr><td rowspan="2">Education Policy and Education Management II.</td><td>Public Education Management</td><td>3</td><td>10</td></tr>
<tr><td>Legal Context of Education</td><td>3</td><td>10</td></tr>
<tr><td rowspan="3">Efficiency and Evaluation of Education</td><td>Efficiency and Evaluation of Public Education</td><td>3</td><td>10</td></tr>
<tr><td>Foundation of Institutional Evaluation</td><td>3</td><td>10</td></tr>
<tr><td>Collection and Evaluation of Information</td><td>5</td><td>15</td></tr>
<tr><td>Training</td><td>Training for Conflict Management</td><td>3</td><td>15</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><th colspan="4">Final curricular web of the public educational manager – institutional manager specialization course (Hunsem programme)</th></tr>
<tr><td rowspan="2">Management Development</td><td>Theory of Management and Operative School Management</td><td>20</td><td>6</td></tr>
<tr><td>Organisational Communication</td><td>10</td><td>3</td></tr>
<tr><td rowspan="2">Financial Management and Administration</td><td>Legal Issues of Institutional Management</td><td>10</td><td>3</td></tr>
<tr><td>Institutional Management</td><td>15</td><td>5</td></tr>
<tr><td>Final Assignment Seminar</td><td>Final Assignment Seminar</td><td>10</td><td>2</td></tr>
<tr><td>Practice</td><td>School or Municipal Practice*</td><td>15</td><td>3</td></tr>
<tr><td>Training</td><td>Managerial Competence Development Training</td><td>15</td><td>3</td></tr>
<tr><td rowspan="2">Strategic Management</td><td>Marketing at Schools</td><td>10</td><td>3</td></tr>
<tr><td>Adaptive Education Management</td><td>10</td><td>3</td></tr>
<tr><td rowspan="3">Education and Development</td><td>Quality Development</td><td>10</td><td>3</td></tr>
<tr><td>Local Curricula</td><td>10</td><td>3</td></tr>
<tr><td>Efficient School</td><td>10</td><td>3</td></tr>
<tr><td rowspan="2">Specialized seminar</td><td>Specialized seminar I.</td><td>10</td><td>3</td></tr>
<tr><td>Specialized seminar II</td><td>10</td><td>3</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
* Out of the two practices one is compulsory for the group. The other practice – the one in the IV semester (10 hours) - can be chosen based also on group decision.
</td></tr>
<tr><td>Form of final exam (if exists)</td><td>

Final thesis
Final Assignment: 8 credits
Final Exam: 4 credits

</td></tr>
<tr><td>Analysis:
– proportion of disciplines in courses thought
– compulsory vs. optional courses
– organization of</td><td>HUNSEM has the following In-service training courses:

Preparation for Teacher's Aggregation Exam in Dutch-Hungarian Institutional and Medium-level Management
Preparation for Teacher's Aggregation Exam with a specific focus on mentoring
Preparation for Teacher's Aggregation Exam with a specific focus on the management of schools integrating multiple

</td></tr>
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studies – **modularization**	disadvantaged children • Preparation for Teacher's Aggregation Exam with a specific focus on the Small Region Educational Administration Expert • Preparation for Teacher's Aggregation Exam with a specific focus on the Quality Expert The programme and the content of education in the first year is the same. This is the basic phase, and the number of instruction hours is 195. The second year consists of specialised courses that are in line with the chosen professional orientation. This is the specialisation phase, and the number of instruction hours is 165. In all specialised orientation, the form of education is distance learning, there are 2-3-day intensive courses for 3-5 times in each semester.

Faculty of Psychology and Education Sciences,

Universitatea "Alexandru Ioan Cuza" din Iaşi Romania

<table>
<tr><td>Name and the level (Ma/Phd) of the study programme</td><td>Policy and Educational Management
Master level</td></tr>
<tr><td>Duration of programme (years and ECTS)</td><td></td></tr>
<tr><td>Part time study option</td><td></td></tr>
<tr><td>Outline of the programme (courses taught)</td><td>Programme courses

<table>
<tr><td>Compulsory courses</td><td>credits</td></tr>
<tr><td>Policy of education - basic theories and methodology</td><td>6</td></tr>
<tr><td>Educational management</td><td>6</td></tr>
<tr><td>Education policy research and computer based data analysis</td><td>6</td></tr>
<tr><td>Comparative European legislation</td><td>6</td></tr>
<tr><td>Continuing education management</td><td>6</td></tr>
<tr><td>Assessment skills of educational and social programs</td><td>6</td></tr>
<tr><td>Economic and administrative management of educational institutions</td><td>6</td></tr>
<tr><td>Policies of professional development</td><td>6</td></tr>
<tr><td>Educational management practicum</td><td>6</td></tr>
<tr><td>Leadership and communication management</td><td>6</td></tr>
<tr><td>Management of quality in education</td><td>6</td></tr>
<tr><td>Interpersonal relations, conflicts and negotiation</td><td>6</td></tr>
<tr><td>European diversity and comunication in higher education</td><td>6</td></tr>
<tr><td>Curriculum policy and management</td><td>6</td></tr>
<tr><td>Intercultural education policies</td><td>6</td></tr>
<tr><td>Educational management systems in the world</td><td>6</td></tr>
<tr><td>Educational marketing and public relations</td><td>6</td></tr>
<tr><td>Practice research</td><td>6</td></tr>
<tr><td>Optional courses</td><td></td></tr>
<tr><td>Ethics and equality in history of education</td><td>6</td></tr>
<tr><td>Educational policies for people with SEN</td><td>6</td></tr>
<tr><td>Management and educational policies in virtual environments</td><td>6</td></tr>
<tr><td>Educational policies of creativity and talents</td><td>6</td></tr>
<tr><td></td><td>120</td></tr>
</table>
</td></tr>
</table>

Form of final exam (if exists)	• master thesis (5credits)
Analysis: – **proportion of disciplines in courses thought** – **compulsory vs. optional courses** – **organization of studies** – **modularization**	More data are not available on internet in English.

Web links for the reviewed preparatory programs of educational leadership

1. http://www.msm.nl/program/program/master/master-of-management-in-education/
2. https://www.jyu.fi/edu/laitokset/rehtori/en/courses/mpel/studies/study-programme-2012-2014-2013-2015
3. https://www.gov.uk/national-professional-qualification-for-senior-leadership-npqsl
4. https://www.gov.uk/national-professional-qualification-for-headship-npqh
5. http://www.sqhwesternconsortium.ac.uk/AboutSQHProgramme/ProgrammeContent.aspx
6. http://en.solazaravnatelje.si/lifelong-learning-for-head-teachers/headship-license-programme/
7. https://www.oct.ca/members/additional-qualifications/schedules-and-guidelines/pqp
8. http://www.niagara.edu/master-of-science-in-education-educational-leadership/
9. http://www.gse.harvard.edu/masters/slp
10. http://www.acu.edu.au/courses/postgraduate/education/educational_leadership/master_of_educational_leadership
11. http://www.kovi-vezetokepzes.hu/letoltes/emirdelm/hunsem01.pdf

School Principal Certification

One of the models of school principal education is a certification. Namely, in almost all national educational systems in North America and Europe teaching experience is required for individuals to become school principals. However, there are various traditions and regulations regarding preparation programs for school principals. The training for school principals is required in 21 European countries or regions, but the duration of headship training varies between one week in Romania and a 60 ECTS masters' program in Malta (EACEA/Eurydice, 2013). The school principal training takes the form of master programs and preparatory professional courses in majority of EU countries. However, school principal certification programs are not common in Europe and just a few EU countries like Slovenia, The Netherlands and Scotland offer this educational option. This model of school principal education is more often required in United States of America.

School principal certification takes four different forms:

- the preparatory program (master or courses) and the certification program are required
- certification program is required but the preparatory program (master or courses) is not required
- the preparatory program (master or courses) is required in order to hold the school principal certification but there is no the certification exam
- the flexible route to the certification.

In the table below are presented examples of the certification programs:

Form of certification	**The examples of the certification program**
The preparatory program (master or courses) and the certification program are required	**State of New Jersey, Department of Education – New Jersey's Three-Step Certification Process for Principals** Step 1: Establishing Eligibility – Certificate of Eligibility • **Master's Degree Requirement** : • A master's or higher degree from a regionally accredited college or university in educational leadership, in curriculum and instruction, or in

	one of the recognized fields of leadership or management; **OR** • A master's degree from a regionally accredited college or university and complete a post-master's program resulting in a certificate of advanced study in educational administration and supervision; **OR** • A master's degree from a regionally accredited college or university and complete a post-master's program in a coherent sequence of 30 semester hour credits. The study must be completed at one institution in the fields outlined above **OR** • A master's degree in educational leadership from an NCATE or TEAC-approved program at out-of-State college or university • **Candidates for principal certification must pass a written examination**. (School Leaders Licensure Assessment for principal) • **Internship Requirement** Complete a 300-hour internship in educational leadership aligned to the professional standards for school in accordance with the roles and responsibilities as a principal, independent of other course requirements. • **Praxis Test Requirement** • **Experience Requirement** Candidates must provide documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate Step 2: Legalizing Employment and Induction – Provisional Certificate • A two-year residency/mentoring program is required for principals • When a mentor is assigned, a training program is developed by the district, the mentor, and candidate, subject to Department of Education approval. A provisional certificate, which expires after two years, is then issued to the candidate Step 3: Becoming Permanently Certified – Standard Certification • Upon satisfactory completion of the residency/mentoring program (the candidate is evaluated formatively three to five times) and recommendation of the mentor, the State Board of Examiners will issue a standard certificate
The certification	**University of Pittsburgh School of Education - Leadership Initiative For**

<table>
<tr>
<td>program is required but the preparatory program (master or courses) is not required</td>
<td>
Transforming Schools (LIFTS): K12 Principal Certificate Program

Applicants who do not already hold a master's degree from an accredited university, are encouraged (but not required) to apply for the School of Education's Master of Education (MEd) program. If admitted, they will complete 12 additional credits after the 24-credit Principal certification program to earn the MEd degree
In order to apply to the program, candidates must have: a) a valid teaching certificate; b) a minimum of two years teaching experience at the time of application; the PA Department of Education requires evidence of three (3) years of teaching experience prior to issuing a state certification

<table>
<tr><td>Terms</td><td>Experiences/Courses</td></tr>
<tr><td>Leader as a Learner</td><td>Orientation

LIFTS Program, Graduate education at the University of Pittsburgh, Team Building, Interpersonal Communication Skills

Networking with practicing principals

“So you want to be a principal”, Multiple measures of data focused on student achievement, RTII/special education, strategic planning, budget/ facilities/ scheduling, PA Tools; school---wide discipline; principal’s roles and responsibilities in a large district/ small district. Alphabet soup (acronyms in the educational setting), understanding employee contracts.

ADMPS 2123 Summer Leadership Institute (42hours)

Group Process Skills, Shared Decision-Making, Adult Development, Organizational Leadership

ADMPS 2402 Health, Mental Health, and Safety (28 hours)

The role of the principal in promoting the health, mental health and safety of adults and students in our schools.

Internship (65 hours) Fieldwork hours are part of course</td></tr>
</table>
</td>
</tr>
</table>

		assignments
	Instructional Leadership	**ADMPS 2404 Instructional Leadership** (70 hours**)** Disciplinary literacy (DL) skills in Mathematics, English Language Arts, Formative Assessment and Accountable Talk for Principals. **Internship** (25 hours) **Fieldwork Hours are part of course assignments**
	Public & Instructional Leadership	**Public Leadership** (56 hours) Public Leadership has three modules: **ADMPS 2406 Assessment and Accountability (2 cr.), ADMPS 2407 Politics of Education/School** **Community Partnerships (1 cr.), and ADMPS 2403 School Law (1 cr.):** Policies focused on requirements for testing aim to improve the quality of students' classroom learning environments. In this course we will explore the debate surrounding test-based accountability and the use of high-stake assessment to lever instructional change. Topics we will consider include the assumptions about learning that underpin different types of assessments, the debate surrounding the use of student achievement test scores to assess teacher quality, the intended and unintended consequences of using testing as a lever for educational reform, and potential approaches to assessing teaching quality in accountability systems. Class activities will revolve around reading and discussing academic articles and reports, studying the assessments linked to the Common core State standards (CCSS) currently under development by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced, and viewing Lectures linked to the Common Core standards and

		Assessments **ADMPS 2408 Positive Behavior Support (PBIS)**(14 hours) Core principles of PBIS; Multi-tiered behavioral supports; Implementation, evaluation, and behavioral assessments. **Internship** (25 hours) **Fieldwork hours are part of course assignments**
	Institutional & Instructional Leadership	**ADMPS 2410 Institutional Leadership** *(42 hours)* Evidence-Based Management; Continuous & Sustainable Improvement: Creating a Culture of Innovation; Decision Making & Problem Solving and negotiations, Communication & Conflict Management; Ethics/Public Policy; Time Management Strategies **ADMPS 2412 Leadership for Inclusive Schools** (28 hours) Federal and state special education regulations regarding students with disabilities; Supporting students of various ethnic and cultural backgrounds. **Internship** (65hours) **Fieldwork hours are part of course assignments** **Networking with principals** Networking with principals is focused on case studies on data to improve student achievement, teacher evaluation using state forms, induction programs, role of the principal in district policy and procedures, role of the principal in interacting with School Board of Directors, creating balance in your professional/personal life, PDEActs (45, 48…)
	Penn Graduate School of Education - The Principal Certification Track	

	• Applicants for the Principal Certification Track must have at least two years' teaching experience for admission to the program • Ten course units of work are required to complete the master's program. Those working toward certification are required to take just five courses. Students from the public/charter schools who already hold a master's degree and seek certification complete only five courses • Public School participants complete a 360-hour internship component. Assigned to an internship site in a public or charter school setting, students focus on core areas such as teacher supervision, budget management, curriculum development, community relations • daylong visits in a variety of independent and public/charter K-12 schools, take place five times during the school year (students must attend three of the five). Students use research-based techniques in observing, analyzing, and communicating about school practice • Portfolios • The Oral Final Review offers students an opportunity to indicate their significant knowledge, dispositions, and performances gained during the year and to present the Portfolio **The Michigan Department of Education - Michigan administration/Principal Certification** • Alternative Certification for School Administrators – participants are required to hold a a bachelor's degree and at least one of the following: a) Three years of experience as a K-12 administrator; b) Three years of experience as a central office administrator; c) Three years of experience in management or leadership in other fields • students who are under an alternative certification program and are admitted under the third option above (three years of experience in management or leadership in other fields) must pass the following Practice examinations: Educational Leadership: Administration and Supervision and the School Leaders Licensure Assessment if they **National school for leadership in education, Slovenia - Headship License Programme** • The programme is designed for head teacher candidates and leads to

	the Headship License. This programme is required for all head teachers.
	• The programme for Headship License consists of 6 compulsory modules:
	  • Introductory module: Head teacher as a manager and as a leader, team building, learning styles, and management of changes
	  • Organizational theory and leadership: Organizational theory, models of school organization, school leadership
	  • Planning and decision making: Vision, planning, approaches to decision-making
	  • Head teachers' skills: Managing conflicts, running meetings, observing lessons
	  • Human resources: Climate and culture, motivation, staff professional development
	  • Legislation
	The program is implemented in small groups of 18 to 21 participants, by which different forms of active work are made possible, such as workshops, work in groups, case studies, role playing, exchange of participants' experiences and presentations of particular organizations

The preparatory program (master or courses) is required in order to hold the school principal certification but there is no the certification exam	Penn Graduate School of Education - Public School Track: Master of School Leadership and Principal Certification • Applicants for the Public/Charter School Track and Principal Certification Track must have at least two years' teaching experience for admission to the program; three years of relevant professional experience in an educational setting related to instructional practice is required for issuance of principal certification in the Commonwealth of Pennsylvania. • Ten course units of work are required to complete the program. Students are registered for five courses in the fall semester, five courses in the spring semester, and master's registration in the summer semester • public school participants complete a 360-hour **internship** component. Assigned to an internship site in a public or charter school setting, students focus on core areas such as teacher supervision, budget management, curriculum development, community relations, etc. An on-site mentor enriches the internship experience, helping students hone their observation and leadership skills. Students are active participants in selecting a school leader to serve as their on-site mentor in the school where they are currently employed (public school on-site mentors must hold principal certification); special arrangements can be considered for those not working in a school setting • **focused observations, daylong visits** in a variety of independent and public/charter K-12 schools, take place five times during the school year

	(students must attend three of the five). Students use research-based techniques in observing, analyzing, and communicating about school practice in a manner that will inform their learning as well as that of the observation site • **portfolios** chronicle the development of products created throughout the year, reflect the student's understanding of the roles of school leadership, and identify an essential question or area of focus. The Oral Final Review offers students an opportunity to indicate the significant knowledge, dispositions, and performances gained during the year and to present their Portfolio. A panel of program faculty poses questions and contributes to the evaluation of the work • **practitioner research projects** are developed as part of the practitioner research course. Students develop a proposal for a project within the context of their own school, gathering research data, and analyzing that data. Submission of a satisfactory paper is a requirement for completion of the degree
	The Michigan Department of Education - Michigan Administration/Principal Certification • applicants are required to hold a master degree* and a state-approved administrator preparation program, with at least 18 semester hours of graduate credit in K-12 school administration • for students who are pursuing school administrator certification under the traditional route no examinations are required
The flexible route to the certification	**The Flexible Route to Headship (FRH)** • The Flexible Route to Headship (FRH) programme is a leadership development opportunity for aspiring head teachers. It is administered by Education Scotland and delivered in partnership with local authorities, universities and the General Teaching Council for Scotland (GTCS). It is accredited by the GTCS. • FRH is recommended for teachers who are aiming to meet the Standards for Leadership and Management (Head teachers) (SLM (HT)). Local authorities are responsible for the recruitment and selection of participants and the final decisions are based on local circumstances,

	however, participants must have the opportunity to strategically manage at least one aspect of whole school improvement in order to evidence the SLM (HT).
	• The programme is centred on a coaching model of learning. Each participant is allocated a coach recruited by the local authority and is also supported by their HT or the HT's designated representative.
	• Features of the programme delivery include:
	  • a national two day residential course for coaches and participants
	  • two national one day leadership conferences for coaches and participants
	  • six national coach network meetings
	  • local network support and guidance for coaches and participants
	  • fortnightly coaching meetings between participant and coach
	  • robust and rigorous assessment and moderation
	• Participants undertake a self evaluation against SLM (HT) and will carry out a situational analysis of their organisation. They are given an opportunity to take an Emotional Competence Inventory and will carry out a situational analysis of their organisation. These create a baseline for a personal-learning plan. Participants then decide which aspects of their work will best allow them to evidence the SLM (HT). This is typically a whole school improvement which is part of the school improvement plan. This work must enable them to demonstrate their whole school leadership skills and qualities as well as all aspects of the management cycle.
	• There are three opportunities for formative assessment at key stages. These stages are moderated locally and also by Education Scotland.Stages 1 and 2 are formative assessments of the written commentary and portfolio, stage 3 is a field visit by a coach from a different local authority who triangulates the claims for competence. Summative assessment is made by the field assessor on the final submission of the Reflective Commentary and Portfolio of evidence. This is also moderated externally. At stage 4 the participant is invited for a professional interview by GTCS to finally establish their competence in meeting the Standard.

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ANNEX

Standards for Competences of Leaders of Educational Institutions in Serbia

Introduction

Competences of leaders of educational institutions have been defined as integrated knowledge, skills and values creating the basis for effective management of pre-school institutions, primary and secondary schools.

Standard competences for leaders define the criteria that ensure success in managing, organising, leading, executing and monitoring activities of these institutions.

Competency standards describe in detail key activities for which the leader has to be qualified in order to successfully lead the institution and ensure the acievement of its objectives.

Standards aim to ensure and improve the quality of work and thus contribute to achieving general objectives of education defined by the Law.

Indicators determine qualitatively and quantitatively activities realised within the defined tasks.

Evaluation of leader's competecy is carried out by determining whether his abilities and behaviour inherent to a competency indicator are present in his activities to a satisfacory degree, so that it can be concluded that he possesses a certain compatency.

The Standards refer to:

- Managing the process of education and a child's learning in a pre-school institution, and managing educational process in a school;
- Planning, organising and monitoring the work in these intitutions;
- Monitoring and improving the work of employees;
- Developing cooperation with parents/carers, management bodies, a representing trade union and with the wider community;
- Financial and administrative management of the work in these institutions;
- Ensuring Law is respected in the institution's functioning.

The Standards have been defined in six domains of leader's work, each being desctibed briefly and accompanied with a list of indicators giving specific and detailed description of a competency. Fulfillment of a standard is assessed on the basis of accomplishing the indicators.

Standards and indicators refer to leaders of all institutions, except in Domain I where there are separate standards for leaders of pre-school institutions and for school principals, reflecting the differences in the areas of activity of respective institutions.

Standards are to be applied in the process of leaders' accrediatation and shall be used as a basis for designing training programmes, examination procedures and self-evaluation of leaders.

Standards reflect the Law on Foundations of Education System (Articles 5 and 59) and other documents significant for improving the quality of education.

Domain I

Managing the process of education and a child's learning in a pre-school institution, and managing education process in a school

1. Managing the process of education and the child's learning[8]

Standards:

1.1.1. Developing educational work culture
1.1.2. Creating healthy and safe conditions for the child's learning and development
1.1.3. Developing and ensuring the quality of educational process in a pre-school institution
1.1.4. Ensuring an inclusive approach to educational practice
1.1.5. Ensuring and monitoring the child's welfare and development

1.1.1.	**Developing educational work culture**
Description of the standard	The manager develops and promotes values of education and of pre-school institution as a lifelong learning community.
Indicators:	• Creates conditions for improving educational process in accordance with the child's needs and abilities; • Follows current trends in educational development and participates in continuous professional development programmmes; • Motivates and inspires the staff to critically adopt new ideas and to widen their own experiences; • Encourages creative atmosphere in educational process through activities that take care of the child's welfare;

[8] Standards 1.1.1, 1.1.2, 1.1.3, 1.1.4, and 1.1.5 refer only to managers of pre-school institutions.

	• Encourages cooperation, exchanges of experiences and spreading good practice in the pre-school institution and in the community.

1.1.2.	**Creating healthy and safe conditions for the child's learning and development**
Description of the standard	The manager creates safe and healthy environment for the child's high quality development and learning.
Indicators:	• Ensures application of preventive activities for the child's safety and respect of children's rights; • Ensures conditions for creating a safe environment for all in the pre-school institution and for protecting all children from violence, abuse and discrimination; • Ensures the pre-school institution functions by respecting international human rights and children's rights conventions and agreements; • Ensures the pre-school institution (kindergarten) is a healthy environment with high hygiene standards;

1.1.3.	**Developing and ensuring the quality of educational process in the pre-school institution**
Description of the standard	The manager ensures and improves quality of educational process.
Indicators:	• Knows how to use strategic documents on development of education in the Republic of Serbia; • Promotes innovation and encourages pre-school teachers and expert associates to use current education methods and techniques and modern technologies in teaching; • Provides conditions and supports pre-school teachers and expert associates to encourage children to develop learning skills; • In collaboration with expert associates and pre-school teachers ensures that educational process encourages the child's creativity, acquisition of functional knowledge, development of healthy life styles, and social skills; • Ensures and develops self-evaluation of his/her own work and systematic self-evaluation and evaluation of pre-school teacher's work, the work of expert associates and of educational pocess itself.

1.1.4.	**Ensuring an inclusive approach to educational practice**
Description of the standard	The manager ensures conditions and encourages the process of quality education for every child.
Indicators:	• Knows the process of child development and ensures conditions for respecting diversity; • Ensures the atmosphere and conditions for accepting and respecting diversity and for promoting tolerance; • Understands children's needs (talented, gifted, children with special educational needs, disability and from marginalised social groups) and ensures the best conditions for each child's development; • Ensures that special educational needs are identified in a child and Individual Education Plans are created for him/her; • Ensures application of educational programmes adapted to the child's prior experiences by respecting diversity of the previous setting.

1.1.5.	**Ensuring and monitoring the child's welfare and development**
Description of the standard	The manager ensures an environment for encouraging and monitoring the child's development and progress.
Indicators:	• Ensures realisation of the child's right to enrol and stay in the pre-school institution in accordance with the prescribed criteria; • Creates optimally challenging environment for the child's development and progress by providing necessary resources (human, material, financial); • Encourages pre-school teachers to use different ways of evaluation and self-evaluation conducive to the child's development; • Ensures that available data can be used for monitoring the child's development and progress; • Ensures creating data base and portfolio for every child; • Promotes results of children's creative work, strengthening children's self-respect; • Improves the development of the institution and gives priority to the child's needs and progress.

1.2. Managing educational process in school[9]

Standards:

1.2.1. Developing learning culture
1.2.2. Creating healthy and safe learning and development conditions
1.2.3. Developing and ensuring the quality of teaching in school
1.2.4. Ensuring inclusive approach in educational process
1.2.5. Monitoring and encouraging students' achievement

1.2.1.	**Developing learning culture**
Description of the standard	Principal promotes the value of learning and develops school as a lifelong learning community.
Indicators:	• Creates conditions for improving teaching and learning in accordance with the student's educational and other needs; • Follows current trends in education development and takes care of his/her own continuous professional development; • Motivates and inspires the staff and students to critically adopt new ideas and to widen the experiences; • Encourages learning atmosphere in which students set their own learning goals and monitor their own achievement; • Creates conditions for students to participate in democratic processes and decision making; • Encourages cooperation and exchange of experiences and contributes to spreading good practice in school and in the comminity.

1.2.2.	**Creating healthy and safe learning and development conditions**
Description of the standard	Principal creates safe and healthy environment in which students can achieve quality learning and development.
Indicators:	• Ensures that preventive measures of safety and respecting children's rights are taken. • Ensures conditions for creating safe environment in school so that students are protected from violence, abuse and discrimination;

[9] Standards 1.2.1, 1.2.2, 1.2.3, 1.2.4, and 1.2.5 refer only to managers of primary and secondary schools.

	• Ensures that the work in school respects international conventions and agreements on human rights and children's rights. • Ensure conditions for school to be a safe environment with high hygiene standards.

1.2.3.	**Developing and ensuring the quality of teaching in school**
Description of the standard	Principal ensures and upgrades the quality of teaching process.
Indicators:	• Knows how to use strategic documents on educational development in the Republic of Serbia; • Promotes innovation and encourages teachers and expert associates to use current learning methods and techniques and to apply modern technologies in teaching; • Ensures conditions and supports teachers to encourage students to develop learning skills and strategies; • In cooperation with expert associates and teachers ensures that teaching and extracurricula activities contribute to students' creativity, their acquisition of functional knowledge and to the development of their social skills and healthy life styles; • Ensures and develops self-evaluation of his/her own work and systematic self-evaluation and evaluation of teachers' work, expert assiciates' work, and of the process and objectives of learning.

1.2.4.	**Ensuring inclusive approach in educational process**
Description of the standard	Principal creates conditions and promotes the process of quality education for all students.
Indicators:	• Knows the processes of child and adolescent development and creates conditions for respecting their differences; • Creates the atmosphere for accepting and respecting student diversity and for promoting tolerance; • Understands needs of diverse students (talented and gifted, with special needs or disability, and students from vulnerable social groups) and creates the best possibilities for learning and development of every child; • Ensures that the needs of students with special educational needs are recognised and that Individual Educational Plans are made accordingly;

	• Ensures application of learning programmes that will be adapted to student's prior knowledge and experiences and will respect the differences of the environment the student comes from.

1.2.5.	**Monitoring and encouraging students' achievement**
Description of the standard	Principal monitors students' performance and encourages them to achieve higher.
Indicators:	• Ensures monitoring of students' performance through analysis of test results and school success, in accordance with student achievement standards; • Encourages teachers to use different evaluation and self-evaluation procedures that promote students' further learning; • Ensures that available data on the teaching process are used for monitoring student achievement and progress; • Monitors students' success and promotes their achievement.

Domain II

Planning, organising and monitoring the institution's functioning

Standards:
2.1. Planning the institution's functioning
2.2. Managing the institution
2.3. Monitoring the institution's functioning
2.4. Managing the institution's information system
2.5. Managing quality system in the institution

2.1.	**Planning the institution's functioning**
Description of the standard	Principal ensures enacting and executing plans for the institution's functioning
Indicators:	• Organizes and takes part in enacting the institution's plans: organises planning process and delegates tasks to staff, initiates and monitors preparation of plans, ensures meeting deadlines in the process and personally manages elaboration of plans; • Ensures there is information basis for planning: identifies sources of information necessary for planning and takes care the information is valid and timely;

	• Forwards the institution's plans to the certifying body.

2.2.	**Managing the institution**
Description of the standard	Principal ensures effective organisation of the institution
Indicators:	• Creates the institution's organisational structure: job titles and descriptions, forms expert bodies and teams and organisational units; • Ensures that all staff know the institution's organisational structure, particularly the description of their own jobs; • Sets clear requirements to the staff in relation to their job tasks and competences and checks if all staff understand the tasks; • Ensures that all staff are equally burdened by job tasks; • Delegates jobs, tasks and duties to staff, heads of expert bodies, teams and organisational units; • Coordinates functioning of expert bodies, teams, organisational units and individuals in the institution; • Ensures effective communication among expert bodies, teams, organisational units and individuals.

2.3.	**Monitoring the institution's functioning**
Description of the standard	Principal ensures monitoring, reporting, analysing working results of the institution and taking corrective measures.
Indicators:	• Applies different methods of monitoring the functioning of the institution, its organisational units and the staff; • Organises and executes monitoring of the institution's functioning: organises the process of monitoring, reporting and analysing the results and delegates tasks to the staff, initiates and supervises the process of elaborating reports and analyses, ensures meeting the deadlines in the process of preparing reports and analyses: • Ensures there is information basis for monitoring: identifies sources of information necessary for monitoring and takes care the information is true and timely; • Follows the institution's achievements and together with the staff analyses the achievements of the institution, its units and the staff; • Takes corrective measures when the achievements of the institution, its units and the staff deviate from the planned ones;

	• Acquaints management bodies with reports and analyses of the instution's achievements and with undertaken corrective measures.

2.4.	**Managing the institution's information system**
Description of the standard	Principal ensures effective information management in cooperation with school management board and local self-management bodies.
Indicators:	• Ensures that all staff are timely and truly informed about all issues related to life and work in the institution; • Ensures conditions for development and functioning of information management system (IMS): procures necessary equipment and programme, organises work of the information system and its use in everyday functioning of the instutution, in accordance with the Law; • Ensures professional training of the staff to use information and communication technology, and encourages them to apply ICT in the work of the institution and in teaching.

2.5.	**Managing the institution's quality system**
Description of the standard	Principal develops and executes the quality system in the institution's functioning.
Indicators:	• Applies contemporary methods of quality management. • Ensures building quality system management in the institution: creating the procedure of quality management and preparing necessary documentation, delegates tasks to the staff in the process of quality management and ensures the tasks are performed by the staff; • Ensures effective self-evaluation process and using self-evaluation results to improve the institution's functioning; • In cooperation with teachers and expert associates, follows and analyses students' success in final (school-leaving) examinations in order to improve the functioning of school; • Ensures cooperation with teams that perform external evaluation of the institution's functioning and takes care that evaluation results are used to improve the functioning of the institution.

Domain III:
Monitoring and upgrading the work of the staff
Standards:
3.1. Planning, selecting and employing the staff
3.2. Professional development of the staff
3.3. Improving staff relationships
3.4. Evaluating work results, motivating and rewarding the staff

3.1.	**Planning, selecting and employing the staff**
Description of the standard	Principal ensures the number and profiles of the staff needed by the institution.
Indicators:	• Plans human resources in the institution and promptly takes necessary measures to realise the human resources plan; • Ensures that all positions in the institution are adequately filled with employees possessing the required competences; • Ensures execution of employment procedure; • Ensures conditions for introducing novice employees to the jobs and takes care they adapt successfully to the working environment.

3.2.	**Professional development of the staff**
Description of the standard	Principal ensures conditions and promotes professional development of the staff.
Indicators:	• Encourages and initiates the self-evaluation process, sets objectives in accordance with high professional standards and supports continuous professional development; • Ensures that all employees have equal possibilities to learn based on their own professional development plans and through various forms of professional development; • Ensures conditions that all employees develop professionally in accordance with annual professional development plan and the possibilities of the institution.

3.3.	**Improving staff relationships**
Description of the standard	Principal creates positive and supporting atmosphere.
Indicators:	• Creates and supports working atmosphere of tolerance, cooperation, dedication to work, encouragement and support for achieving the highest educational standards; • His/Her dedication to his/her job and his/her behaviour are a model to other employees in the institution, while he/she develops his/her authority based on trust and respect; • Develops professional collaboration and team work among the employees; • Sets himself/herself and his/her staff a goal to achieve the highest professional standards; • Shows he/she trusts his/her staff and their abilities to achieve quality and effective teaching; • Communicates with employees with clarity and in a constructive way.

3.4.	**Valuing work results, motivating and rewarding the staff**
Description of the standard	Principal systematically monitors and values work of the employees, motivates them and rewards them for the results achieved.
Indicators:	• Has instructive insight into educational work in accordance with work plan and the institution's needs. • Uses different ways to motivate the staff; • Recognises quality work of the staff and uses different forms of rewarding them in accordance with the Law and general legal documents.

Domain IV:
Developing cooperation with parents/carers, the management body, the representing trade union and the wider community
Standards:
4.1. Cooperation with parents/carers
4.2. Cooperation with the management body and the representing trade union in the institution
4.3. Cooperation with state government and local self-management bodies
4.4. Cooperation with the wider community

4.1.	**Cooperation with parents/carers**
Description of the standard	Principal develops constructive relations with parents/carers and supports the work of the Parents' Council.
Indicators:	• Encourages partnership between the institution and parents/carers and supports their active involvement in the child's learning and development; • Ensures that the institution regularly informs parents/carers of all aspects of its work, and of their children's achievements and progress; • Ensures improvement of the staff's communication skills necessary for their cooperation with parents/carers; • Creates conditions for the effective functioning of the Parents' Council, and develops constructive relations with the management body and the institution's professional bodies.

4.2.	**Cooperation with the management body and representing trade union in the institution**
Description of the standard	Principal supports functioning of the management body and representing trade union.
Indicators:	• Ensures that the management body is timely and well informed about new requirements and trends in education policy and practice; • Provides data that enable the management body to assess the students' achievement results and children's welfare; • Ensures elaboration of the annual report on realisation of the curriculum, school programme and the institution's annual work plan; • Within his/her own authority, enables the management body to complete the tasks prescribed by the Law; • Ensures that the institution's representing trade union functions in accordance with the Specific Collective Agreement and the Law.

4.3.	**Cooperation with state government and local self-management bodies**
Description of the standard	Principal achieves constructive cooperation with state government and local self-management bodies.
Indicators:	• Maintains constructive cooperation with representatives of state government and local self-management bodies for providing material, financial and other means to satisfy the institution's needs;

	• Starts and maintains good relations with the local community in order to involve it into the institution's work through support for the institution; • Knows very well the available resources and develops relations with strategic partners within the community; • Makes the institution's premises available to be used as a resource by the local community, in accordance with the Law.

4.4.	**Cooperation with the wider community**
Description of the standard	Principal promotes the institution's cooperation at the national, regional and international levels.
Indicators:	• Leads the institution in a way that makes it open to partnership with different educational and other institutions at the national, regional and nternational levels; • Encourages participation of the institution in national, regional and international projects, study tours and exchanges of views and experiences.

Domain V:
Financial and administrative management of the institution's functioning
Standards:
5.1. Managing financial resources
5.2. Managing material resources
5.3. Managing administrative processes

5.1.	**Managing financial resources**
Description of the standard	Principal manages financial resources effectively.
Indicators:	• In cooperation with head of the accounting service, ensures the institution's budget planning and supervises budget implementation in accordance with available and planned resources; • Plans financial flows: profits and expenditures, inflows and outflows of financial resources; • Manages financial flows, issues timely money orders and payments.

5.2.	**Managing material resources**
Description of the standard	Principal manages material resources effectively.
Indicators:	• Plans development of material resources in accordance with evaluation of current conditions and possibilities of obtaining the resources; • Takes measures for timely and effective maintenance of the institution's material resources, so that educational process is not affected; • Distributes material resources to ensure optimal teaching; • Cooperates with local self-management bodies for procurement of material resources; • Supervises the planning processes and public procurement procedures carried out by the institution, and safeguards their effectiveness and lawfulness; • Monitors execution of externally financied works in the institution; • Ensures execution effectiveness of activities independently financied by the institution.

5.3.	**Managing administrative processes**
Description of the standard	Principal manages administrative jobs and documentation effectively.
Indicators:	• Ensures the institution's functioning is supported with necessary documentation and procedures; • Safeguards the rule of law and implementation of the institution's work procedures, and keeping prescribed documentation; • Ensures updating and accuracy of administrative doumentation and its systematic filing away in accordance with the Law; • Prepares reports that involve all aspects of the institution's functioning, and presents them to the institution's authorized bodies and to the wider community.

Domain VI:

Safeguarding the rule of law

Standards:

6.1. Knowing, understanding and following relevant legislation

6.2. Elaborating general enactments and the institution's documentation

6.3. Implementing general enactments and the institution's documentation

6.1.	**Knowing, understanding and following relevant legislation**
Description of the standard	Principal knows, understands and follows relevant legislation.
Indicators:	• Follows alternations of relevant legislature and by-laws in education, employment, finances and administrative procedure; • Understands implications of legal provisions for leading and managing the institution; • Can use the strategic documents related to education and development directions in the Republic of Serbia.

6.2.	**Elaborating general enactments and the institution's documentation**
Description of the standard	Principal ensures elaboration of general enactments and documentation in accordance with the Law and other legal provisions, so that they are clear and available to all.
Indicators:	• Initiates and plans with the secretary elaboration of general enactments and documentation; • Ensures conditions for respecting lawfulness of general enactments and the institution's documentation, and ensures their comprehensiveness and clarity for those for whom they are elaborated; • Ensures conditions for general enactments and the institution's documentation to be available to those for whom they are elaborated and to the others who are inetersted in them, in accordance with the Law.

6.3.	**Implementing general enactments and the institution's documentation**
Description of the standard	Principal safeguards the rule of Law by ensuring implementation of legal provisions, general enactments and the institution's documentation.
Indicators:	• Safeguards the rule of Law through implementation of legal provisions and the institution's general enactments, and by keeping established documentation; • Upon external inspection and supervision by experts, makes plans for improving the work and writes reports on execution of the required measures.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.