



Improving School Leadership

VOLUME 1: POLICY AND PRACTICE

By Beatriz Pont, Deborah Nusche, Hunter Moorman



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Foreword

School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. The ageing of current principals and the widespread shortage of qualified candidates to replace them after retirement make it imperative to take action.

Improving School Leadership, Volume 1: Policy and Practice explains why school leadership has become a key policy priority and sets out four policy levers which, taken together, can contribute to improve school leadership and school outcomes. The book is based on an OECD study of school leadership around the world, with the participation of Australia, Austria, Belgium (Flemish and French Community), Chile, Denmark, Finland, France, Hungary, Ireland, Israel, Korea, The Netherlands, New Zealand, Norway, Portugal, Slovenia, Spain, Sweden and the United Kingdom (England, Northern Ireland and Scotland).

Each of these 22 education systems prepared a detailed background report analysing national approaches to school leadership. In addition, five case studies on school leadership focusing on system improvement and training and development complement the comparative work by providing examples of innovative practice (published in a companion volume, *Improving School Leadership, Volume 2: Case Studies on System Leadership*). In this way, we were able to collect the information necessary to compare country developments and adopt an innovative and forward-looking approach to policy making.

The *Improving School Leadership* activity produced a significant body of knowledge on this issue in the form of country background reports and innovative case study reports, all of which are available on the OECD website at www.oecd.org/edu/schoolleadership. Many people shared their expertise and knowledge to make this a successful activity and there have been many opportunities for exchange. Three international conferences and three workshops brought together national coordinators, representatives of international organisations and a network of research experts.

The authors are indebted to the countries who took part in the study, to the extremely engaged national coordinators, to the expert teams who participated in the country visits and provided valuable comments on the report and to the countries that hosted conferences and workshops. We are grateful to HSBC Education Trust and David Hopkins for supporting the case studies and to Judith Chapman, Andrew Hargreaves, Tony Mackay, Robert Schwartz and Fani Stylianidou for their expert contributions to the activity.

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Chapter 4

Developing skills for effective school leadership

This chapter analyses appropriate options for developing the leadership skills required to lead schools today and in the future – as another policy for professionalising school leadership. While school leadership development has become a reality across OECD countries in the past 10 to 15 years, there is still a need for more coherent approaches to leadership development. Most principals come from a teaching background, which does not normally lead to the skills required to deal with the broadened roles of leadership for teaching and learning, for resource management, for setting goals and measuring progress and for leading and collaborating beyond school borders.

The evidence shows that leadership development can contribute to shape the performance of leaders. Most countries have developed a wide range of programmes and options that target different stages of school leadership, from initial pre-service training through induction programmes to in-service provision. Leadership development is broader than specific programmes of activity or intervention and can be done through a combination of formal and informal processes throughout the stages and contexts of leadership practice. This requires sequential provision to respond to the different stages of leadership careers as well as coherence between the different institutions offering leadership development. Best suited to this end are methods and content that include mentoring/coaching, work-based and experiential learning, peer support and networking and formal leadership learning programmes.

As discussed in previous chapters, school leadership roles have changed considerably in recent years and today's principals have greater responsibility both for managerial and administrative tasks and for pedagogical leadership. Effective preparation and development of current and prospective school leaders is one means of responding to these challenges.

In the past 10 to 15 years school leadership development has become a reality across OECD countries and it is now one of the key levers for professionalising the practice. Evidence about the effectiveness and impact of school leadership training and development is limited. But, as this chapter explores, there is enough evidence to warrant expanded efforts to improve leadership skills and to guide the design and implementation of those efforts.

4.1 Professionalisation of leadership development varies across countries

Since the mid-1990s, training and development for principals have been introduced or strengthened in almost all countries involved in the *Improving School Leadership* activity, either as preparation for entry to the post or to further develop the skills of active principals (Huber, 2004, 2008).

The degree of professionalisation varies across countries, as there are different requirements and types of programmes. Figure 4.1 provides an overview of common leadership development approaches across countries. We have grouped country approaches under *a)* pre-service or preparatory training to take up the position, *b)* induction training for those who have recently taken up the position and *c)* in-service training provided to practising principals.

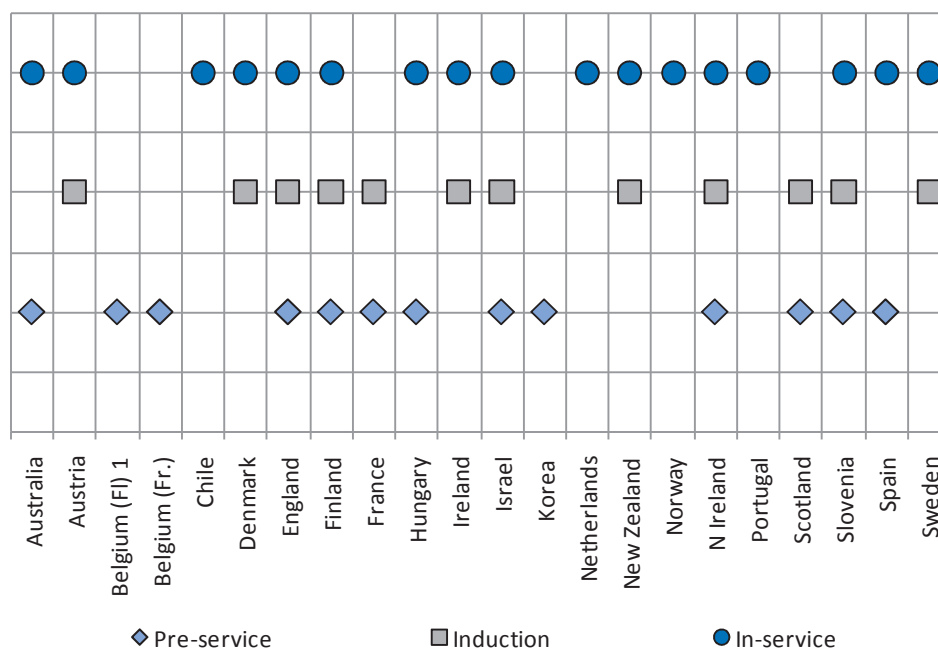
Some countries have all types of provision running in parallel, while others provide only one or two types. England, Finland, Northern Ireland, Israel and Slovenia offer leadership development training at all steps in a principal's career. Chile, Ireland, the Netherlands and Norway have in-service education programmes. The remaining countries rely on either pre-service preparation or induction or a combination of the two to ready leaders for their posts. Overall, of the 22 countries/regions analysed, a majority have pre-service training, in most cases as a pre-requisite for the job. Additionally, twelve countries have induction courses for already selected principals. In most cases, induction programmes are at the discretion of the municipality or local area government, except for Austria, where they are part of the national requirements to become a "full-fledged principal". For in-service training the trends are less clear, with some countries showing the key role it can play and others barely providing opportunities to strengthen practice.

Courses may vary from short certificate courses to post-graduate or PhD programmes. Continuing development may last from a few days over a principal's career to annual provision. Training may be carefully orchestrated and sequenced to fit the stages of a leader's evolving career or offered as "one size fits all". The content of training also varies, from training focused on ensuring that school leaders are familiar with and able to implement legislation pertinent to school leadership to training focused on the broader concept of leadership for change. Training may also vary depending on the roles and responsibilities of school leadership adopted by the country (Chapter 2), as different kinds of skills may be required. In countries where schools and principals have a low degree of autonomy, training approaches may concentrate on practical and legal aspects of the job. Where countries place a higher degree of autonomy and accountability at the school level,

training may be broader in scope or focus on the wider concept of leadership. It can also depend on the length of tenure of the principal's post.

Regarding funding of training, the most common approach has been to make training a requisite to apply for the post and provide some kind of public funding or support. Induction processes are rarely mandatory but rather left to the discretion and support of regional authorities. Some countries provide support for in-depth training for mid-career principals, which is generally not mandatory but rather linked to wage incentives. For induction or in-service training, some of the costs may be borne by school development budgets.

Figure 4.1 Leadership development approaches across countries, 2006/07, public schools



Note:

1. Belgium (Fl.): Only community schools.

Source: *Improving School Leadership* Country Background Reports, available at www.oecd.org/edu/schoolleadership.

The increased provision of training across countries has developed in response to the changes in school leadership roles and responsibilities. Many school leaders themselves are calling for it as a teaching background does not necessarily prepare for leadership practice and there is evidence indicating its positive impact on practice.

There is some evidence pointing to the need for training from practising school leaders themselves and other key stakeholders. In countries such as Denmark where training is not common practice, 90% of principals felt a need for mandatory initial training. In Norway, where there are no requirements for training, Master Studies in

school leadership/education leadership have been developed at several universities in recent years. In Flemish Belgium, researchers point to the need for certified training for head teachers to provide management skills not included in teacher training (Devos and Tuytens, 2006). Mahieu (1998) also points to the need not only to professionalise school leaders but also to contribute to home study and development of networks through training.

Almost all principals or candidates have a background as teachers. When principals take up their position they may not necessarily be competent as pedagogical leaders and they often lack knowledge in personnel and financial management and the skills for working beyond the school borders – the leadership tasks required for schools of the 21st century.

The base of empirical evidence demonstrating impact of leadership training and development on leadership effectiveness is small (Davis *et al.*, 2005) and it does not demonstrate a direct impact of leadership training and development on school outcomes. Nevertheless, there is widespread consensus among practitioners, researchers and policy makers that professional training and development have an impact on participants by improving leaders' knowledge, skills and dispositions. This can contribute to more competent and effective leadership behaviours and eventually lead to improvements in teaching and learning (Moorman, 1997; Evans & Mohr, 1999; U.S. Department of Education, 1999; Davis *et al.*, 2005; Darling-Hammond *et al.*, 2007).

As an example, a Swedish longitudinal study of 35 schools measured the effects of school leader education (Blossing and Ekholm, 2005). In some schools, the school leaders' use of teachers or representatives of the teachers in leadership processes, as well as more collective work among teachers, have appeared as a result of training. Another change has been institutionalised school-based evaluation with a mixed focus on student achievements and teacher work (Swedish National Agency for School Improvement, 2007). This reveals that training is having an impact on improving leaders' knowledge so as to promote changes in the way schools are led and managed.

Analysis of needs can help develop effective programmes. A meta-analysis of studies of effectiveness of managerial development programmes found that “practitioners can attain substantial improvement in both knowledge and skills if sufficient front-end analysis is conducted to assure that the right development is offered to the right leaders” (Collins & Holton, 2004). This needs analysis is widely regarded as an important means of determining the leadership development requirements of school leaders, but there is only limited evidence of it being put into practice (Davis *et al.*, 2005).

The need for leadership training and development is supported by research on leadership in other sectors such as private business and other fields:

- There is much similarity between the challenges facing leaders in business and in education and in the importance of professional development to respond to those challenges. A recent study undertaken by the Center for Creative Leadership predicted trends in business leadership. The results could easily apply to trends in education. Senior business leaders face increasing complexity due primarily to a set of factors that call for them to do more with less and respond even more quickly to change in their environment. The development of organisational talent and improving the way organisations plan for leadership succession is a priority (Griswell & Martin, 2007).

- Challenging experience is only one of several developmental elements in the business world, albeit a very important one. Despite the widely accepted tenet of business leadership development that the best preparation for leadership is found in experience and not in training programmes (Yukl, 2001), McCall and colleagues (1988) describe a developmental model comprising six developmental experiences including both job experience and formal training. Each experience must contain three features: assessment, challenge and support. Three of the six experiences are formal: 360-degree feedback, feedback-intensive programmes and skills development training. Three are informal, occurring naturally on the job but also involving some design: job assignments, developmental relationship and hardships. These elements must be linked in a systematic way to ensure that the developing candidate can integrate new learning, practise it, reflect on it and improve.
- Research on expert performance, originally conducted to understand expert chess play and more recently extended to such areas as sciences, sports, music and managerial work, also offers relevant insights. A principal finding of this work is that expertise requires vast amounts of knowledge that takes many years of training and experience (Bereiter and Scardamalia, 1993). Ericsson and Lehmann (1996) report that the “highest levels of human performance in different domains can only be attained after around ten years of extended, daily amounts of deliberate practice activities”. It appears that experts have a larger repertoire of knowledge and patterns to draw upon and that they are more skilled in assessing the fitness of a particular piece of knowledge or practical routine to some particular situation. Experts have a “growing edge”, which they use in difficult situations to learn even more and develop even greater expertise. The implications for school leadership development, where high levels of expertise if not virtuosity are desirable, are that building a strong base of knowledge is important and years of practice are required, as effective leadership will not emerge from teaching alone or upon conferral of a qualification.

Evidence from leadership development in the public sector also provides some lessons from which school leadership can benefit. According to an OECD study, leadership development is critically important in many countries. A set of common patterns includes: the development of systematic leadership development strategies; the establishment of new leadership development institutions; linking current management training with leadership development; devising leadership competence profiles, as in qualifications, standards and frameworks; identifying and selecting potential leaders; coaching and mentoring; and promoting sustainable leadership development through the recognition of managers’ responsibilities for development of other leaders (OECD, 2001).

As discussed in Chapter 1, leadership can be viewed as a process of influence. School leaders today require greater leadership skills for strategic resource management and for guiding teaching and learning. The skills needed for such a role, which can be distributed, cannot be developed solely in one programme, but rather in a combination of learning, coaching and practising that develops formally and informally. What is required is the knowledge of how best to combine these approaches to provide a holistic learning experience to meet the needs of leaders at different career stages.

In addition, some argue that leadership skills may be based on certain individual traits or dispositions that correlate well with leadership effectiveness (Yukl, 2001). These can provide the foundation for some aspects of effective leadership behaviour, a foundation that may not be able to be developed extrinsically or may not be amenable to development. Yet, it is important not to overemphasise the identification of leadership traits. As noted in Chapter 3, school leadership is becoming more distributed and a focus on traits can lead to an undue emphasis on the leader. Individual leaders are but one element of leadership practice and they usually act with other leaders, formal as well as informal.

Different theories of leadership and understandings of personality produce sets of traits with both a common core and considerable divergence. Yukl (2001), for example, identifies energy level, stress tolerance, self-confidence, internal control orientation, emotional maturity and personal integrity. Northouse (1997) lists self-confidence, determination, integrity and sociability, while Hogan *et al.* (1994) favour agreeableness, conscientiousness and emotional stability. Several other authors with partially overlapping elements could be cited (*e.g.* Bass, 1990; House and Aditya, 1997). The following broad categories of traits can be identified from a selective review of the literature: values, cognitive ability, interpersonal and communication skills, proactive, pragmatic and entrepreneurial, trustworthy and a committed teacher and learner. It is important to understand that these elements contribute interdependently to the enactment of leadership tasks.

But traits in and of themselves do not produce leadership practice until they are combined with knowledge and competence and used to enact the particular performances of leadership practice. According to Elmore (2008), leadership is a knowledge-based discipline and only becomes leadership as it is put into action. The practices associated with leadership exist independently of the people who use them and they are subject to constant testing against the rigours of practical work and evidence of effectiveness. Leadership does not inhere in the personal characteristics of the individual; it inheres in the knowledge, skill and behaviour of the individual.

The context is also important for specific skills. In decentralised systems, leadership development is the responsibility of local or regional governments, which might make it more difficult to develop national coherent approaches for leadership development. In Sweden, for example, school leaders working in different municipalities can have quite different opportunities to attend in-service education events. In addition, in areas characterised by lower socio-economic status of the population, with less study tradition, challenges for schools might be larger than in other municipalities. This might lead to under provision, as there is more need but fewer budgetary resources for development. A similar situation is reported in New Zealand, where schools have high levels of autonomy and flexibility. While this level of self-government is highly regarded, one of the risks is that mechanisms to ensure consistency and equity across schools are weaker, which creates challenges to improving weak school leaders. If school leaders themselves, or their employing boards of trustees, do not recognise the need for development, the system has no strong levers to require it of them. In Sweden, it is proposed that school leaders working under extreme social and economical conditions should have a guarantee of investment in developing their competence.

4.2 The different stages of leadership development

A career perspective to leadership development

Experts in leadership and development argue that school leaders’ “professional development activities should be ongoing, career-staged and seamless” (Peterson, in Davis *et al.*, 2005). They should build on prior learning and continue throughout the stages of a principal’s career. Professional development occurs in forms suitable for different stages in the school principal’s or leader’s career and is part of a larger, ongoing and coherent set of experiences for career-long personal growth and professional skill enhancement.

Ideally leadership development would start at teacher level and continue for principal candidates and induction or first-year principals. Continuing professional development would then enlarge and capitalise on the leader’s base of experience. A growing body of experience would be available to draw upon as well as a more mature understanding of the demands of the job and criteria for effectiveness. Continued opportunities would enable highly proficient leaders to transfer their knowledge, skill and wisdom to junior leaders while themselves gaining additional insight and rejuvenation through mentoring and coaching.

A group of countries or states has adopted a holistic approach to the provision of leadership development, viewing school leadership as a continuum and trying to cater to principals’ different needs so that all can receive some professional development to strengthen their practice. Among these are the approaches to school leadership development in England, Northern Ireland and Victoria (Australia). All have designed more or less cohesive provision that caters to pre-service training needs by developing a specific qualification for practice, induction programmes that support leaders in their initial stages as leaders and in-service training programmes that focus on more targeted needs for established school leaders. In addition, all have broader frameworks which include training opportunities for others involved in leadership teams beyond the principal or deputies. These countries are adopting the distributed leadership concept and are consistent with their training opportunities.

Victoria (Australia) has adopted a particular coherent approach to leadership development, which is part of a broader national policy for school reform. What is valued in this approach is the recognition and integration of leadership development as a key component of school improvement efforts (Box 4.1).

Box 4.1 Coherent leadership training and development provision in Victoria, Australia

In 2003, the Victorian government developed a plan for improvement in the quality of the government school system. It set out three priorities for reform, based on a broad consensus of what should be done to lift student outcomes: *i)* recognising and responding to diverse student needs, *ii)* building the skills of the education workforce to enhance the teaching-learning relationship and *iii)* continuously improving schools.

The Victorian leadership development strategy (*Learning To Lead Effective Schools, 2006*) is within a coherent reform agenda (*Blueprint for Government Schools, 2003*) and comprises a sequence of reform initiatives aimed at improving practice, enhancing performance and reducing achievement gaps within the government school system. Leadership development is understood as an essential part of a comprehensive framework for system-wide improvement.

The education department recognised that effective leadership at all levels in the system was a pre-condition for implementing the school improvement aspirations reflected in the *Blueprint*. The increased investment in leadership development was based on a “comprehensive and deliberate suite of strategies aimed at improving the quality and performance of our leaders”. These strategies include development opportunities for aspirant leaders and principals, including a Master in School Leadership qualification for teachers who demonstrate high leadership potential, mentoring for new principals and coaching for experienced principals. A programme for high performing principals aims to advance those who can contribute to system development.

The opportunities for professional learning for current and aspirant leaders are set out in *Learning to Lead Effective Schools* (Office of School Education 2006), which provides 19 programmes for aspirant leaders, assistant principals and principals. Each programme fulfils fundamental principles rooted in research evidence and best practice. The principles, which were identified by the Department in 2004 (Department of Education and Training, 2005), characterise effective professional learning as:

- focused on student outcomes (and not just individual teacher needs);
- embedded in teacher practice (not disconnected from the school) and informed by the best available research on effective learning and teaching (not just limited to what they currently know);
- collaborative, involving reflection and feedback (not just individual enquiry);
- evidence-based and data driven (not anecdotal) to guide improvement and to measure impact;
- ongoing, supported and fully integrated into the culture and operations of the system (not episodic and fragmented);
- an individual and collective responsibility at all levels of the system (not just the school level) and not optional.

The 19 programmes have been commissioned by Victoria from higher education institutions and other suppliers of professional development, together with nationally funded programmes and they show considerable synergy with the Victorian *Blueprint* priorities and leadership development strategy.

While it might be too early to show an impact on school outcomes, independent evaluations of the leadership development strategy are showing positive results in developing participants’ leadership skills, sense of purpose and motivation.

Source: Matthews *et al.* (2008).

In England, a leadership development strategy sets out five stages of school leadership. Each stage has a range of related development opportunities based on preparatory, induction and further training for head teachers and other school leaders. In Northern Ireland, there is training for emergent and aspirant leaders as well as serving heads and managers. The Scottish approach is set out in Box 4.2.

Box 4.2 Scottish education leadership development

Scotland has recently been shaping its leadership development agenda to match new requirements. Since 2000 it has had a mandatory training qualification for service and induction programmes for most new school leaders and since 2003 a new framework for leadership development. It provides learning opportunities for those involved in leadership teams as well as more senior staff. *Continuing Professional Development for Educational Leaders*, intended to provide a means of promoting professional development rather than a structure for managing schools, is based on the notion of professional progression in educational leadership through four broad levels:

- **Project Leadership**, for teachers who have, or may take on, responsibility for leading a small-scale project. This refers to teachers possibly quite early in their careers, who wish to develop their leadership skills, for instance in an area related to curriculum development or supporting pupils' learning, or through a small school-based research project.
- **Team Leadership**, for teachers who, in addition to leading small-scale projects, have regular responsibility for leading either permanent teams of staff or task groups/working parties. This might be particularly relevant to aspiring and established principal teachers, whether their responsibilities are primarily in the areas of curriculum or of guidance.
- **School Leadership**, for staff who lead projects and teams and who have, or are seeking, overall responsibility for an aspect of leadership across an establishment. This might include teachers or principal teachers who aspire to membership of a senior leadership team and to established members of such teams. Some members of senior leadership teams will aspire to headship and the achievement of the Standard for Headship might be sought within this level.
- **Strategic Leadership**, for staff who, in addition to project, team and school leadership responsibilities, have overall responsibility for the leadership of an establishment or are leading strategic initiatives at local or national level. This is particularly relevant to head teachers and to those working in the education service who have a strategic role in improving Scottish education.

This particular approach seems to be adapting to the need to develop and encourage distributed leadership by investing in project and team leadership as vital for school success.

Source: Scottish Executive Education Department, 2007.

Slovenia also views school leadership as a professional endeavour and provides opportunities at all stages in a consistent way, as there are initial pre-service training requirements and a one-year induction programme. Various in-service training opportunities are available, but Slovenians wonder whether candidates for principalship and actual principals should attend the same programmes. In addition, it is thought that

leaving professional development and training of head teachers to their choice can have a negative effect, as they are overburdened by managerial roles and would not have time to train on other topics, especially as instructional leaders (Koren, 2007).

Other countries may provide several types of training, but through different government levels, depending on governance contexts, so it is not a coherent model of provision. In Norway and Denmark, for example, pre-service and induction training might be carried out by the municipality, but it is not documented at the national level. In Finland as well, the three types might be available for principals at the municipal level. But the devolved nature of education policy does not advance a coherent approach to leadership development and different municipalities provide different programmes. In Ireland, the three types of training and development are available as an option and a national initial pre-service training will be launched in 2008.

School leadership has gained prominence within education policy and development opportunities have become common. In Victoria (Australia), most of those involved in school leadership now understand what is at the heart of successful leadership and are aware that there are training and development opportunities for them. School leaders are no longer alone in their endeavour, but can rely on specialised institutions and training programmes that target their specific needs. There seems to be some evidence that the framework and structures are changing the landscape of school leadership, as has been the case of England with the National College for School Leadership.

Further analysis of the design and possible success of these approaches shows that where schools and principals have a high degree of autonomy in decision making, they need greater skills to improve school outcomes. New Zealand, one of the most devolved countries in our study, provides an example of how leadership development has been viewed as a key factor in the process of granting autonomy to schools. At first, it was left largely to each school's board and principal to decide what professional development the principal or those aspiring to principalship needed. Individual principals and principals' associations were raising concerns about principal preparation and development. This aligned with the Ministry of Education's commitment to support principals in determining school effectiveness in a self-managing situation. Four development initiatives for principals were developed: an induction programme for first-time principals; an electronic network for principals (LeadSpace); development centres for existing principals (Principals' Development Planning Centre); and guidelines on professional development for principals (New Zealand Ministry of Education, 2002). All are of a voluntary nature.

In addition, most of the coherent approaches to leadership development have been based on a concerted effort and led by a clear leading institution, such as the National College for School Leadership in England, the Regional Training Unit in Northern Ireland or the Department for Education in Victoria (Australia). These institutional arrangements, explored in the following sections, have been key vehicles for designing coherent approaches and ensuring provision.

Finally, whether there is a career perspective to leadership development depends on the principals' contractual arrangement, whether it is a tenured or a fixed-term post (reviewed in Chapter 5). If posts are seen as temporary, this might limit public support for training and reduce the interest of candidates. The length of tenure of the position can strongly influence the type of training to be provided.

Initial training

Around half of the countries participating in the activity have pre-service training programmes focused on leadership development. These mostly lead to a university or specialised qualification and can be of a post-graduate nature or a very specific qualification. Most of them are two years on a part-time basis, but some run between 12 and 18 months (Annex 4.A1.).

The Korean and French programmes have been running for longer and have some commonalities: shorter programmes focused on the candidates as a way of training and also of pre-selecting good candidates to become principals. The rest are programmes initiated and supported system-wide that either base their offering in partnerships with universities, local municipalities or other providers or run through partnerships.

In almost all countries which have pre-service training, it is a prerequisite for the job or will be in coming years (Hungary, Northern Ireland and Spain). In England, after creating a specialised institution for school leadership development, a National Professional Qualification for Headship (NPQH) has been made mandatory for all first time principals. Other parts of the United Kingdom are following suit: Scotland also has a mandatory certification and Northern Ireland will make it mandatory depending on the ratio of graduates to vacancies. Even in Finland, where there is a broad range of training for principals, the Ministry of Education still considers their biggest challenge to make leadership preparation a fundamental and fixed part of the school leader profession. In Hungary, where they consider preparing leaders and the transmission of leadership knowledge of great importance, they are concerned that the introduction of the requisite of pre-service leadership training for school leaders will only start in 2015/16. In Korea, where there is mandatory pre-service, critics have called for the programme to be extended from 30 days to 6 months to cover skills and knowledge focusing on schools and to include induction services during the first year in the post.

Setting standards or frameworks

Some countries have established standards or professional qualifications defined specifically for training. There are some objections to the use of standards. Some critics object that standards like those in the UK tend to codify a charismatic, heroic form of leadership that runs counter to the need for more participatory and distributed leadership. Critics of the Interstate School Leaders Licensure Consortium (ISLLC) standards in the United States similarly believe that they reinforce a view of leadership that is non-democratic and ignores important values in school (CCSSO 1996, 2000). Gronn (2003) applies the concept “designer leadership” to underscore how standards for school leaders have become a defining theme for leadership through regimes of assessment.

While it seems evident that standards can be developed in a way that privileges certain bodies of knowledge and values, they can help make objectives transparent. What is important is that the process of establishing the standards be open, rigorous, objective and subject to ongoing review and improvement. In addition, standards need to allow for the possibility of contextualisation to local and school needs – to respond to criticism that standards are often centralised and decontextualised (Louden & Wildy, 1999).

The use of standards and frameworks to organise programme content and maintain quality control is practised in Chile, New Zealand and the United Kingdom (Box 4.3), among participating countries. In general, standards and frameworks identify the core

roles and functions of the leader, state what the leaders need to know and be able to do and set levels of performance competence. In the Netherlands, the Association of School Leaders (AVS) has developed its own national standards that govern the certification of programmes from which individuals or their organisations may choose.

Box 4.3 Selected leadership qualifications

In **Northern Ireland**, the Professional Qualification for Headship (PQH[NI]) was introduced in 1999 as part of a school Improvement reform. It was hoped that it would create a pool of qualified leaders as measured against the National Standards for Headteachers (NI) as well as to ensure succession of highly qualified applicants into principal posts. All candidates are deemed eligible for entry to PQH(NI) on the basis of their application and offered funded places into one of the three routes to achieving the qualification after interview by panels representing the various employing bodies. While the qualification is not mandatory, it has proved to be very popular and has attracted a total of 1 787 applicants to date, with a third of the schools in Northern Ireland supporting their principals. The figures indicate that within the next two years the total number of graduates will have more than doubled. It is increasingly becoming embedded into the school system as the essential route for those aspiring to headship. Anecdotal evidence suggests that it is also the preferred form of professional development for many who wish to take on other senior leadership roles in school apart from headship.

In **Scotland**, the Scottish Qualification for Headship was established to help candidates achieve the Standard for Headship. Recently, because of a decline in the number of people undertaking this qualification, the government is trying to diversify and provide alternatives to this qualification.

In the **United States**, the Southern Regional Education Board in Atlanta, Georgia has developed a research-based, extensively tested leadership preparation and development framework and curriculum modules that can be used by states, universities, school districts – any qualifying agency interested in them. The framework is built on 13 critical success factors drawn from the research literature that distinguish principals who have been successful at raising student achievement, especially in schools with concentrations of at-risk students. The 17 modules cover such competency areas as using data to lead change, creating a high-performance learning culture, professional development, team-building, coaching, monitoring the curriculum, leading assessment and instruction, leadership for numeracy and literacy and developing effective internships and mentoring for leaders. Modules can be organised into strands that suit the needs of school leaders in particular situations: improving the school as a system, improving curriculum and instruction, improving leadership preparation. The curriculum has been used for initial preparation of principals or for in-service professional development with leadership teams in 48 of the 50 states and more than 2 000 trainers have been certified to use the curriculum.

Source: Fitzpatrick (2007); Scottish Executive Education Department (2007); SREB (undated).

Mandatory or voluntary?

Whether or not to make training and development mandatory is a matter of debate. There are arguments on both sides. Mandates in the form of qualifications or certifications that serve as prerequisites to eligibility or continued service in the principal's job are seen by their sponsors as necessary to raise the quality of school leadership. Mandatory programmes, along with standards regulating the provision of

training and development programmes, can also serve to align programmes with national goals and priorities. On the other hand, there are also voices against mandatory training, as in England, where some have expressed concern that mandatory training is not allowing enough freedom to develop different types of training and developing “designer leaders” who are focused too exclusively on the national agenda (Gronn, 2003). In New Zealand, Stewart (2000) concluded that principal learning is better initiated by the individual than imposed by legislation.

Some analysis has proposed that the political distribution of responsibilities may be one of the reasons for the lack of support at a national level. Moller and Schratz (2008) found that in Scandinavia, local and regional authorities have argued against mandatory leadership training because it is the school owners (municipalities) who should have responsibility, as they are best placed to understand and evaluate the need, in co-operation with their school leaders and to respond through the creation of local networks of schools. This results in a great variety across municipalities, as leaders may get different support depending on location.

In a survey of school leadership development in England, some school leaders indicated that other qualifications such as MBAs and Masters degrees had proved to be very useful in helping them deal with leadership challenges. This suggests the need to widen the concept of leadership qualifications and draw on the best of other management and leadership qualifications available.

In countries where the position of principal is temporary, such as Spain and Portugal, there has not been much training. In Spain, principals are *primus inter pares* and return to the teaching profession once their four-year headship is finished. The efficiency of investing in training for principalship for a three-to-four year position can therefore be questioned. In Chile, while the post is temporary, those that take on a leadership position are recognised to need more rigorous and developed competences requiring tutoring or other support.

There are other ways to ensure training without making it mandatory, as is the case in some countries. In the Netherlands or Flemish Belgium, school owners are responsible for ensuring competencies and universities are expected to assist in developing training options responding to needs. Some school boards or national networks of schools make training mandatory; others consider certification or a degree in school leadership an important asset for principals when they apply for a position. In other countries such as Sweden, where school leadership has been greatly decentralised, the government ensures that there is provision of training and it is up to municipalities to choose whether or not it is mandatory for their principals. In Denmark and Norway, where there are no national guidelines or requirements for preparation and the responsibility for leadership development is located at municipal level, they are considering options to provide initial training for principals.

Finding the appropriate candidates

Many countries rely on self-selection to fill enrolments in training and development programmes. This approach appears to reward initiative and it solves the problem of who should take part in these programmes and how to select them. But it does have inefficiencies. Candidates may or may not be of high potential. In countries where training implies additional salary increments, some candidates have little intention of taking a leadership position but simply want to raise their income. Moreover, self-

selection bears little connection to an organisation's or jurisdiction's needs for succession planning. It seems increasingly apparent that more selective, intentional processes for allocating training and development are warranted.

To respond to the shortages and insufficient numbers of applicants, it can help to take a proactive approach in selection of potential candidates. One of the key issues is whether such programmes should be open to all candidates interested in headship or only those already pre-selected or acting in management positions within the school. Most of these programmes are open to interested candidates, but institutions which provide them can have selection processes that may screen potential candidates for headship. These programmes have a triple role: as entry barrier, screening device and a way of developing suitable candidates for the positions.

Some countries pre-select candidates who will become school leaders and do not allow them into the post until they have passed the courses. This is the case in France and will be the case in Spain as of 2008. In France, pre-selected candidates receive in-depth training and are entitled to apply for a position once they have passed the examinations. This can be a way of reducing costs and ensuring that only those with leadership potential take the training.

How to increase the number of good potential candidates for school leadership while avoiding the high costs of training all those who want to apply? The Netherlands has designed a particularly interesting approach (Box 4.4).

Box 4.4 Leadership “taster” courses in the Netherlands

To attract potential candidates to leadership without the high cost of training programmes, training institutes offer orientation courses to allow teachers interested in leadership functions to discover whether they have the required capabilities. One example of such a course is *Orientation towards Management*, brief training given by the Association of School Leaders for the Sectoral Board for the Education Labour Market (a fund of employers and employee organisations in the educational sector). School boards, upper school managers and leaders of schools are asked to select candidates from their own schools. These candidates first take part in an information session, where they fill in a survey form that provides some insight into their leadership talents and affinity with leadership. They then participate in a two-day training course which covers various leadership topics. After this, candidates draw up a Personal Development Plan based on a competence analysis. *Orientation towards Management* then moves on to further training for candidates who are interested and suitable.

Source: Bal and de Jong (2007).

Another approach to pre-screening and selecting good candidates is to include some components of leadership training in initial teacher training. In Denmark for example, a survey from the Danish University of Education shows that newly trained teachers feel they are well equipped to deal with academic challenges, but are afraid that they will not be able to communicate their academic abilities due to anxiety and other non-academic challenges in the classroom. Being a classroom teacher also involves being a leader for students – and colleges of education do not specifically focus on leadership skills.

In Finland, in pedagogical university studies that covered 19 subject areas, 53.7% of teachers and 46.9% of students expressed the opinion that school leadership and development should be transferred from basic teacher education to continuing education.

Induction programmes

Another way of developing principals is to provide induction programmes for those newly appointed to the job. Ten *Improving School Leadership* participants use this approach. For Austria, Ireland, New Zealand and Sweden (Box 4.5), it is the main way to provide leadership training for their principals. England, Scotland and Northern Ireland use this as a complementary feature of initial training. These programmes are almost all optional and may include in-depth training on legislative, financial and other topics. They may also provide mentoring for the first years in office and help new principals develop networks of support (Annex 4.A2.).

Box 4.5 The Swedish national head teachers training programme

This training programme is given to principals after about two years in office. It comprises about 30 seminar days over a two-year period. The purpose of the training is to build knowledge and understanding of the national school system, the national goals for the school, the role of the school in society and the local community and the dynamics of leadership within the school culture. This programme has been running for more than 30 years with only minor modifications. It is currently under review as part of a new government's review of leadership training arrangements.

The state offers the National Head Teachers Training Programme to all school boards in Sweden. Tuition is funded by the state, while the municipalities and other employers bear the costs of travel and subsistence allowances, stand-in teachers and reading material. For the present programmes, which started in 2002, the National Agency for Education defines the goals, content and coverage of the training and distributes state funding allocated for this purpose to the eight universities that carry out the programme. The agency is also responsible for follow-up and evaluation of the training on a regular basis.

Municipalities decide if they will enrol their school leaders in this programme and most of them do. Principals have at least a 10% reduction in their work load while they are participating. During the first three years of appointment as a school leader the majority of Swedish principals join this programme. The Swedish strategy can be characterised as a combination of centralisation and decentralisation; it is a balance between political and professional power over leadership training. This programme seems to have brought an equilibrium between national goals and decentralised needs.

Source: Moller and Schratz (2008).

These programmes may be short one- or two-day courses organised by local authorities to introduce school leaders to their surroundings, as is the case in Australia and Hungary. In Denmark, the courses may run for about a month, but in other countries, they run from one to three years and provide a variety of support arrangements for taking up the position and initial steps into school leadership. In Finland, for example, induction programmes support the new principal in developing professional views, adopting different tasks and increasing working ability. Support from colleagues and professional co-operation networks is considered an important part of this training provision. In this way, countries may reduce the cost of providing widespread training for anyone interested and target the training to the specific needs of new principals.

In countries where induction is the main professional pathway for developing leadership skills, the key role of these programmes has been reported by many practicing principals. In Ireland for example, a programme for newly appointed principals, *Misneach* (Gaelic for courage) was launched in 2001. A later evaluation showed that most newly appointed principals felt that in the absence of initial training, an induction programme was necessary to prepare and support them to deal with issues arising in the early years of practice. Only 18% considered that they were well prepared to take on their role as principals before participating in the programme (Morgan and Sugrue, 2005). This report also noted that the programme helped to address isolation and to encourage the development of professional networks. Box 4.6 describes induction programmes in Austria and New Zealand.

Box 4.6 Some induction programmes and their impact

In **Austria**, there is a strong induction programme as the main way to provide foundation skills for school leaders. Principals are initially appointed on a provisional basis. To be extended, they must complete a course in management training within the four years after taking up the position. Initially the training was limited to preparation for legal and administrative tasks, but as school autonomy grew, more appropriate qualifications were adopted. The two-year programme has different phases of study, including basic training modules and self-study. An evaluation study was carried out to gauge the degree of improvement of school leaders' competences through the programme. The evaluation is relevant for other countries, as it raises key issues on structure and content of induction programmes. Most of the participants rated their own competences higher than the training impact, revealing the importance of additional influences, formal or informal experiences that play an important role during the two year period. While they confirmed the structure of the programme, they did make suggestions for upgrading. They felt that the course should respond better to real needs and be contextualized; should offer an appropriate balance between self-study, project-work, peer-work and individual and team coaching; and should link basic training with professional development.

In **New Zealand**, an 18-month First Time Principals (FTP) induction programme for newly appointed principals from all types of schools began in 2002. The programme is designed to meet the individual needs of first time principals by developing their professional and personal skills and capabilities so that they can work effectively with their colleagues and communities to further improve teaching and learning. It has three main components: nine days of residential sessions held in the school holidays; on-going mentoring on site (including unlimited phone and e-mail contact); and a confidential website. An evaluation was commissioned for those who participated in 2003. It found a great diversity among the participants: some brought little knowledge and relevant leadership experience to their new roles, while others had spent several years preparing for the position, both professionally and academically. Principals also came from widely different school types – from very small rural schools to large urban secondary schools. Principals appeared to have grasped the importance of leadership for learning, although a number were constrained by particular school contexts and the match between their current abilities and leadership requirements. The evaluation found the FTP programme to be an initiative with potential to impact significantly over time on principals' knowledge and approaches to learning-focused school leadership

Source: Schratz and Petzold (2007); Cameron *et al.* (2004).

For countries where induction programmes are a complement to initial pre-service training, their value has also been rated highly. In the United Kingdom for example, school principals surveyed at a time when most of them had had no prior training for their first position stated that the most important thing they needed in their first post was “someone to talk to”. Nearly half the respondents identified their greatest need as support and mentoring from an experienced colleague (Bright and Ware, 2003). Reflecting on the Scottish experience, Stewart (2000) observes that the first three to four years of school leadership are a crucial time for principal learning and support. In the United States, more than half of the 50 states now require that new principals receive some form of induction support.

Finally, a number of countries also offer induction for other school leadership personnel, similar to that offered to principals. Indeed many of those involved in leadership teams do find that they require additional support in their role. In New Zealand, a 2006 report on career paths in the primary school sector revealed that teachers reported that there was patchy professional guidance and support available to them when they first undertook new leadership or management roles, although few reported that there was no help available. In fact, while 84% of principals who responded indicated they offered mentoring to newly appointed deputy and assistant principals, only a third of teachers believed this to be the case. This finding illustrates a gap between principals’ perceptions of the professional learning opportunities and support available in their schools and the reality experienced by teachers participating in leadership. The study also found that teachers who aspire or are new to management positions are seeking both mentoring and on-going professional learning opportunities (Cameron *et al*, 2004).

In-service training

In-service training programmes are also widespread across countries and there is a great variety in type of provision, support and delivery (Annex 4.A3.). In Australia, Austria, Chile, England, Finland, Ireland, New Zealand, Northern Ireland, Slovenia and Sweden, there are systematic in-service training programmes for their leaders. In Chile, a new national training programme has become the main venue for the provision of leadership skills (Box 4.7). Some of these programmes have arisen recently because of a strongly felt need to improve and develop leadership skills of practising school heads, especially in light of changes in their environment and new requirements imposed upon them. Governments have recognised the need to help their principals adapt to expanded and intensified leadership responsibilities. Where there is no initial prerequisite training for entering the profession, some countries have been particularly aware of the need for enhanced professionalisation through training even at later stages in principals’ careers. Many of these programmes run for one or more years part-time and help principals reflect on their practice and work with other principals towards change.

Some systems require professional development of school leadership personnel, either at a national level or at a local or regional level. In Finland, the minimum annual requirement is 3 days; in Hungary it is 120 hours every seven years. But in most places, there are no requirements. In Scotland, to ensure that principals and teachers undertake in-service training, an additional contractual 35 hours per year training has been introduced for all teachers and principals. It requires each teacher to have an annual continuing professional development plan agreed with her/his immediate line manager and maintain an individual record of continuing professional development activities (CPD). CPD activities should be based on an assessment of individual needs which take account of school, local and national priorities.

Box 4.7 Chile's head teacher training for school leadership

In Chile, a pilot programme was launched in 2004 to develop the skills of acting principals, using a well defined *Good School Leadership Framework*. *Head Teacher Training for School Leadership* was started by the Ministry of Education to help improve the skills of principals, integrate competences linked to leadership performance standards, promote better performance of their functions and evaluate this type of training. Based on this experience, the *Management Team Development Programme* was launched in 2006 to contribute to professional development of principals and management teams and to develop and consolidate practices linked to the *Good School Leadership Framework*. Delivery of the programme has been through universities and regional peer-group meetings. Universities provide face-to-face training sessions, workshop sessions and practical work at schools. The experience has been quite positive: a participant survey showed that 71% of participants found it extremely relevant and 98% reported that the training had helped them to improve their leadership skills, especially those of conflict resolution, quality assurance in didactic strategies, motivating personnel and promoting collaboration

Source: Fuentes Díaz (2007).

It is also interesting to see whether it is the principals themselves or other bodies who make the decisions about who will participate in training. In fact, it is most often central or regional educational authorities that decide who will participate in training. But in Denmark, England, Finland, Ireland, Northern Ireland, Norway and Slovenia, it is principals who take that responsibility.

Others involved in leadership teams also have opportunities to take training or development. While the types of training undertaken are similar, it is generally the principals who decide on the training opportunities for their teams.

Regarding the content and methodology, there is a wide range of provision, so it is not easy to generalise. Training covers a range of different aspects of school management or educational leadership, or can focus on new requirements from public authorities. Countries have course-based training, group training, self study and other arrangements (Annex 4.A3.). One example of a continuing training approach that has contributed to change the school leadership focus is the recently developed Austrian Leadership Academy (Box 4.8).

As can be seen, there is no standard way of providing leadership development opportunities, but rather a wide range of possibilities that may focus on particular contextual factors to be targeted at national, regional, local or school level.

Networks have also become an informal way of developing principals and leadership teams. In Australia, England, New Zealand and Northern Ireland for example, virtual networks have developed as a way for principals to share practice. Other examples are of a more personal nature. In Sweden, where many school leaders are interested in different kinds of learning networks, "critical friends" was initiated by a handful of school leaders who work together and seek new knowledge to improve the quality of their schools. In addition, leaders in Swedish public schools belong to a professional network in their municipality. They are coached and supervised by a director of education, who has the task of supporting and developing school leaders in their professional role. In many municipalities, school leaders have regular meetings to discuss problems at their schools or to test new ideas. Through these regular meetings, principals strengthen their identity

as school leaders, support each other and feel the support of the director of education. In many municipalities, the employer of the principals also guarantees them another job in the municipality if they need to step down from the principal position (Swedish National Agency for School Improvement, 2007).

Box 4.8 The Austrian Leadership Academy

In Austria, national policy makers identified the need to prepare school leadership to lead and sustain systemic change and in 2004 created the Leadership Academy (LEA). The original intent was for the LEA to prepare school heads, with newly acquired autonomy but little experience operating outside a hierarchical, bureaucratic structure, with the capacity to act more independently, to take greater initiative and to manage their schools through the changes entailed by a stream of government reforms. As the benefits to systemic change of involving a wider participant group became apparent, inspectors, staff of in-service training institutes, executives from the Ministry of Education and provincial education authorities were added as participants. The LEA's brief was to train 6 000 school leaders and other executives in leadership positions in the Austrian school system in a very short period of time on the basis of the latest scientific findings on innovation and change.

At present, the Leadership Academy provides leadership development to prepare leaders to manage the introduction of national reforms and to lead processes of school improvement. Individual learning and development, project leadership and network relationships are the key elements of the Leadership Academy's programme. Each year, a cohort (called a "Generation") of 250 to 300 participants progresses through four forums (three-day learning experiences consisting of keynote presentations with group processing); work-in-learning partnerships between two participants; and collegial team coaching (CTC) groups, each comprising three sets of partnerships. With support and critique from these learning partners and CTCs, each participant develops and implements a project in his or her own institution over the course of the year.

Source: Stoll et al. (2008).

4.3 Institutions focused on leadership development

Across OECD countries, provision of preparation, induction and development programmes is managed at different levels of government and by a variety of organisations. Some countries and regions, Austria, England, Ireland, Northern Ireland and Slovenia among them, determine the need for training at state level and establish state-level programmes for its provision. England and Slovenia fund non-departmental public bodies, the National College for School Leadership (England) and the National School for Leadership in Education (Slovenia), which design programmes with input from the field and make them available through regional centres. Ireland and Northern Ireland have departmental bodies, Leadership Development for Schools (Ireland) and the Regional Training Unit (Northern Ireland), which define and provide leadership training across the different stages of leadership careers. Austria funds independent universities to develop and deliver mandated programmes (the Leadership Academy). In Finland, there are several in-service training providers, the National Centre for Professional Development in Education (OPEKO) being one of the best known among teachers and principals.

Provincial and municipal levels are free to determine leadership training policy in some countries (Australia, Spain or Sweden for example). In Spain, in recent years, the regional governments of Andalusia, the Canary Islands, the Basque Country, Catalonia,

the community of Madrid and the Ministry of Education have developed their own regulations and have implemented leadership training programmes which are now quite established. The majority of the courses usually last from 60 to 100 hours and are almost exclusively for acting leadership teams.

Whether the initiative rests primarily at national, provincial, municipal, or local level, programmes can be provided by a range of institutions. Providers include purpose-built organisations like the National College for School Leadership in England, university degree programmes, private companies with proprietary training and schools or school systems themselves. Each kind of organisation can offer different advantages in expertise, flexibility, alignment with governmental priorities, cost and contextual sensitivity. In countries where there is no national approach to leadership development, there is also a need for some type of quality control of provision, as many different providers train school leaders for a public service, often receiving public funding for it.

Darling Hammond and colleagues (2007) identify four models for provision of school leadership training and development, especially at the pre-service stage. The most important contributions organisations can make include appropriate expertise in a mix suitable to the programme; a capacity to focus on real needs of schools and policy systems (as opposed to the theoretical perspectives contained in academic disciplines); contextualisation of knowledge and skills in specific kinds of school settings (urban schools, for example); and arrangements that succeed in meeting critical needs and shortages of school leaders (in rural areas, for example).

Typically, universities provide academic expertise, schools and school systems provide context and practical expertise, private or non-profit organisations provide independence, flexibility and some specialised expertise and governments and associated non-governmental bodies provide authoritative focus, quality and alignment with policy. Combinations of organisations can provide a mix of these characteristics. What is most important is not the organisation that is providing the programme but the presence of the requisite characteristics for a given situation, such as expertise, context, flexibility and alignment.

School leadership institutions

As countries consider how best to organise their leadership programmes, one approach has been to set up a national institution that ensures coherence and effective supply of training, in addition to research and policy guidance. This section describes different models of this approach.

In the UK, the National College for School Leadership (NCSL) was created less than a decade ago as a non-departmental public body intended both to serve the policy aims of government and to be responsive to its constituents. It has aimed to establish ties with its public that a government agency might not be able to manage. England has an exceptionally well developed education policy framework and NCSL is tightly aligned with this framework. Since the policy issues and problems with which England is grappling are shared by many of the OECD and *Improving School Leadership* participants (e.g. preparing heads to lead student learning, closing the achievement gap, developing capacity for systems and distributed leadership, succession planning) the NCSL's approach to and accomplishments on such issues will be of interest to other countries.

England's National College for School Leadership

The National College for School Leadership (NCSL) was established in 2000 as the lead non-departmental public body with responsibility for school leadership (Higham *et al.*, 2007). It is at the heart of national policy initiatives aimed at increasing both the quality and supply of school leaders. Its mission is to support the commitment of the Department for Education and Skills (now the Department for Children, Schools and Families [DCSF]) to ensuring “an adequate supply of school leaders in the right places and of suitable quality”. Thus the college remit covers research, training, policy analysis and advice, public/professional consultation and information and strategic initiatives on issues of national priority. The NCSL has launched a Leadership Development Framework that provides programmes and standards that extend across a leader’s career. It sets out five stages of school leadership, each with a range of related development opportunities based on preparatory, induction and further training for head teachers and other school leaders:

- emergent leadership, when a teacher is beginning to take on management and leadership responsibilities and perhaps forms an aspiration to become a head teacher;
- established leadership, comprising assistant and deputy heads who are experienced leaders but who do not intend to pursue headship;
- entry to headship, including a teacher’s preparation for and induction into the senior post in a school;
- advanced leadership, the stage at which school leaders mature in their role, look to widen their experience, to refresh themselves and to update their skills;
- consultant leadership, when an able and experienced leader is ready to put something back into the profession by taking on training, mentoring, inspection or other responsibilities.

NCSL provides national coordination of residential courses for school leaders that are delivered through registered local providers. It provides quality assurance by piloting its programmes and adjusting them according to findings (feedback from participants, endpoint evaluations and external evaluations of new programmes, usually by research teams or institutes) and by requesting that providers conduct their own internal evaluations, results of which are reported back to NCSL.

Although the NCSL is seen positively by many as serving the needs of school leaders, it has been criticised for promoting the government’s educational policy agenda rather than operating more independently. This challenge for the NCSL of “responding to DfES demands and also maintaining credibility with the profession” is recognised by the government.

Overall, however, since the creation of the NCSL and the launching of a professional qualification for headship, in conjunction with a broader agenda to improve school leadership, there is evidence that this institution is having a positive impact on education and that those involved have improved their knowledge. A majority are reported to have felt that the NCSL had contributed to improve standards of achievement in their school.

Northern Ireland Regional Training Unit

A similar approach to that adopted by England is the Northern Ireland Regional Training Unit (RTU) (Fitzpatrick, 2007). Through its School Leadership College and Staff College, the RTU provides leadership, co-ordination and direction in the planning and delivery of professional development and training for the whole education community in Northern Ireland. The Leadership College supports the professional development of leaders and senior managers in all schools, including emergent and aspirant leaders as well as serving heads and managers. With over 900 candidates on its preparation for headship programme and over 90 studying for the MBA in educational leadership, the RTU is responsible for a large investment in leadership development and for the development of the National Professional Qualification for Headship. Experienced leadership trainers, serving principals and recently retired head teachers and senior educationalists work together with stakeholders to provide education sector leaders with a range of development opportunities. These include extended accredited programmes on seminal issues as well as single day or residential conferences on practical issues. In 2006 nearly 2 000 teachers attended the annual Summer School covering a wide range of current and future educational issues.

The Slovenian National School for Leadership in Education

Slovenia was an early developer of leadership training and now has provision of initial, induction and in-service training through its National School for Leadership in Education, established in 1995 for the training and professional development of head teachers and candidates (Koren, 2007). While concentrating on training and development, it has slowly broadened its remit to cover a variety of leadership tasks:

- implementation of the headship licence programme;
- mentoring for newly appointed heads of schools;
- in-service training and conferences for school leaders;
- networks of learning schools (programme based on the concepts of school effectiveness and school improvement);
- development of new approaches to education for leadership in schools: leading for learning, action research for head teachers;
- publishing a journal, “Leadership in Education”;
- research in the fields of education, educational policy and leadership.

The Netherlands School Leaders Academy

Another example of an institutional arrangement that focuses on leadership development issues is the Netherlands School Leaders Academy (NSA), which is a professional body representing school leaders (Bal and de Jong, 2007). The NSA works towards training and registration of school leaders and has also developed a set of competences for school leaders. It plays a part in describing and assessing education and training for primary education. Assessing the criteria of institutions supplying education and training and also tailor-made courses and private coaching started in 2004. It has developed a professionalisation indicator containing data about over 100 organisations

and institutions and describing over 500 products and services. All these products and services are linked to the competences in the NSA vocational standard. Using this vocational standard as a basis, the NSA tests all products and services for the management of primary education as to their quality (certification based on NSA quality standards).

Ireland's Leadership Development for Schools

Another particular institutional arrangement is the one adopted in Ireland. Leadership Development for Schools is the body charged with providing professional development for school leaders (LDS, 2007). It comprises a team of school leaders (principals, deputy principals and other teachers) seconded from their schools to the Department of Education and Science for this purpose.

Across OECD and partner countries, there is a wide range of specialised bodies and institutions, public or semi-public, targeting leadership training and development at different levels. All of these targeted institutions have become champions for leadership development and have contributed to changing the school leadership landscape in their contexts. Acknowledging the differences from country to country in approaches to organising such centres, they appear to play an important role in the development of high-quality school leadership. By focusing on the needs for school leadership, they have managed or are managing to integrate theory, research and experience and thus strengthen the understanding of school leadership as an area of expertise, encourage new research and assist in the spread of best practice.

Higher education institutions

Across all countries, universities provide some school leadership skills development. Universities may establish programmes tied to state credential requirements, or may jointly provide courses with municipalities. A particular example of the state working with universities to provide a nationally directed leadership training programme is that of Sweden (Box 4.5).

In Finland, university-level post-basic educational leadership courses are run by the Institute of Educational Leadership at the University of Jyväskylä. The university started a study programme in 2000 targeted at educational leaders holding an office and aspiring to develop their competence through practical leadership training. Similar programmes have been arranged by the universities of Turku, Helsinki, Vaasa, Lapland and Oulu, among others. Because there are no uniform regulations or instructions, the programmes have taken very individual directions and have become quite different from each other.

In Denmark, there is a new Master's degree in leadership of educational institutions offered by the Danish University of Education in co-operation with Copenhagen Business School. The purpose of this course is to give students research-based further education which assists with professionalisation of leadership work. Students acquire knowledge which may form a background for change leadership, as well as an insight into pedagogical and academic teaching which may strengthen the leadership of work to develop pedagogical practice.

Other approaches

Universities in many OECD countries have traditionally had the expertise thought necessary for professional training. But some such programmes have been criticised for providing programmes that are too theoretical and out of date and failing to produce practically competent graduates. Partnerships with schools, non-profit or private competitor programmes, private firms (Box 4.9) or the development of national academies funded by government have arisen in response. Whatever organisations are providing the programmes, many governments have chosen to put in place mechanisms like standards and evaluations to monitor and regulate programme quality.

The wide range of providers of leadership training across countries and the difficulties in measuring impact have led some countries to establish different types of quality control. In the Netherlands, for example, the Netherlands School Leaders Academy describes and evaluates education and training for primary education, using the “professionalisation indicator” described above. In Finland there is follow-up on participation in different types of training. Finland’s National Board of Education collects information from training providers at the beginning and end of programmes in addition to each person filling out feedback and background information. This is required before payments to training providers and used by the government for quality assurance.

Box 4.9 Teaming up with the private sector for school leadership development

Co-coaching in the Netherlands

In the Netherlands, the co-coaching project can also be seen as an initiative in which the exchange of knowledge and sharing experience are in the forefront. The project is similar to Partners in Leadership, which has been running in the United Kingdom for some years and brings managers from education and business together. The Sectoral Board for the Education Labour Market (SBO) has taken the initiative to offer the same opportunities in the Netherlands to school leaders in primary and secondary education. It is the intention that pairs of partners should coach each other with the goal to achieve higher personal and professional effectiveness. In addition the project stimulates further co-operation between education and business. The SBO organises the co-coaching project together with a management company. The project started in three regions in 2005. The managers themselves determine the frequency and nature of the coaching sessions; once every three months is the minimum. The first impressions of co-coaching, in which 60 pairs of partners are involved at the present time, are positive. The participants are enthusiastic. It does however appear to be difficult to find businesses willing to co-operate.

A public-private partnership for school leadership in Bavaria, Germany (Modus F Initiative)

In Bavaria an interesting public-private partnership for school leadership was initiated in 2006 (Modus F Initiative) to promote the development of innovative school leadership concepts by creating links between educational institutions and private enterprises. It responded to increasing demands on school leaders due to enhanced school autonomy in Bavaria. The Pact for Education Foundation (*Stiftung Bildungspakt*) is a public-private partnership founded in 2000 between the Bavarian Ministry of Education and Cultural Affairs and currently 130 private sector partners ranging from local start-up companies to international corporations.

Box 4.9 Teaming up with the private sector for school leadership development (*cont'd*)

The initiative initially selected 53 school leaders from different school types (primary, lower and higher secondary and special needs schools), but the objective is to extend successful concepts to all Bavarian schools. The programme combines leadership seminars and individual coaching for principals in office plus a series of training sessions to prepare future school leaders selected by the 53 participants among the younger teachers in their schools. Managers from private sector companies that form part of the public-private partnership cooperate with the Foundation on a voluntary basis. They form tandems with school leaders who are interested in personal coaching and individual partnerships to discuss everyday challenges rather than attending leadership training in seminar groups. An internet forum and regular plenary meetings ensure that experience is shared and a pool of best practice approaches is established.

The Modus F Initiative is an example of how private sector expertise can be used to empower school leaders and equip them with competences enabling them to develop their own innovative leadership strategies. It combines the private sector's innovative and entrepreneurial attitude and the public sector's power to implement binding legislative changes, creating a multiplier effect to spread innovation. While at the end of the first of five years the pilot project is too young for a rigorous evaluation, positive signs stem from the strong interest and demand for participation and the extensive use of the different training opportunities and fora for exchange of experience. Moreover, networks have developed beyond the mandatory training and coaching sessions, both between private sector and school leaders and among school leaders often from the same school type. This approach presents a cost effective way of self-directed learning and spreading of positive results.

Source: Bal and de Jong (2007); www.modus-f.de.

4.4 Methodology and content

Instructional design and methods vary across programmes. Some programmes emphasise propositional knowledge (knowing *what*), while others emphasise procedural knowledge (knowing *how*), but there is a need to prepare leaders who are both knowledgeable and practically effective. Theoretical or academic work is complemented to a greater or lesser degree by experiential, problem-based and clinical learning and experience. Group work, networks, coaching and mentoring are features of many countries' programmes and serve both to engage learners more intensively in managing their learning and to ground their knowledge and skill development in real-world, practical and consequential settings.

Pre-service and induction programme content ranges from developing knowledge and skills of the fundamental legislative, administrative and managerial content needed to function at a basic level in a school organisation (Austria and Belgium [Flanders] community schools) to developing more sophisticated pedagogical leadership capable of raising school and student performance standards (Northern Ireland). Content can be based on traditional managerial disciplines (Hungary, Korea) or on individual school contexts complemented by coaching (England). Most programmes appear to try to blend theoretical and practical knowledge.

In-service professional development also varies along several dimensions. In the broadest terms, content can focus on generic leadership competence, instructional leadership capacity or issues of topical interest, either legislative priorities or urgent local problems. Some programmes concentrate on one dimension or another, while others present a mix of these approaches.

Leadership programme content responds to a set of country imperatives and contextual features including national culture and traditions, priorities, pedagogical traditions and beliefs about individual and social efficacy:

- In England, where building leadership capacity to respond to rigorous central standards, accountability and local management of schools is a priority policy, there is an elaborate programme of offerings (largely through the state-funded National College for School Leadership) tailored to career stage, school context and leadership level in the school or system. Programmes tend to be grounded in school leadership theory but to be highly practical and applied.
- In Austria, where the aim is to counter traditional habits of bureaucratic control and deference to authority by developing a national core of more proactive, self-directed and collaborative leadership, the government has recently established the Leadership Academy with an emphasis on the development of generic leadership and entrepreneurial habits of mind and skills (Box 4.8).
- In Sweden, the national head teacher training programme follows a central design that is implemented in regional centres where the emphasis between theory and practical content and between didactic and participatory learning approaches, varies by provider.
- National traditions also shape content in significant ways. French developmental programmes aim to produce graduates who above all represent or exemplify the core values of the state and society, whereas English-speaking countries tend to produce technical competence that ensures realisation of national policy goals.

School leaders need both generic and locally contextualised skills

It is important to recognise that no single set of administrative competences will be effective in all different school and social contexts (Davis *et al.*, 2005). Different types of skills will be required, for example, for leading small rural schools and large urban vocational centres. It is increasingly accepted that there is a set of leadership constructs that are broadly applicable across cultures and a set of culturally contingent values and behaviours in accordance with which these constructs need to be implemented in any specific context. This argument would hold whatever the contextual level, whether it is a country, a society or a school.

The suggested distinction between generic skills and locally contextualised skills is echoed in Crow's (2001) assertion that there is a significant distinction between taking on a new leadership role such as head teacher (professional socialisation) and focusing on the specific school where a leadership role is performed (organisational socialisation). One implication is a need to provide the developing school leader with both professional and organisational socialisation skills, possibly through some combination of pre-service preparation and induction or in-service professional development.

Features of successful development programmes

Some researchers suggest that key features of effective programmes do not vary between pre-service or in-service programmes and that there is considerable similarity in the nature and content of leadership programmes internationally. Davis *et al.* (2005) found that effective programmes are research-based, have curricular coherence, provide experience in real contexts, use cohort grouping and mentors and structure for collaborative activity between the programme and the schools. Bush and Glover's (2004) analysis of recent literature on leadership development, both within and beyond education, suggests that an international curriculum for school leadership development is emerging with emphasis on the following elements: work-based learning, action learning, mentoring, coaching, diagnostics and portfolios.

At the same time, others argue that there are specific features to pre-service and in-service training programmes. A recent study by Darling-Hammond *et al.* (2007) identified differentiated elements as contributing to the success of pre-service and in-service training programmes.

For successful *pre-service* training, starting with the targeted recruitment and selection of teachers with leadership potential, key elements were:

- a coherent curriculum aligned to state and professional standards which emphasise instructional leadership and school improvement;
- active student-centred instruction;
- social and professional support as well as formalised mentoring and advising;
- designed internships that provide exposure.

Successful training of practicing principals involves them having a training continuum, which includes pre-service, induction and in-service. Particular elements that made for successful training are:

- leadership learning grounded in practice, including analysis of classroom practice, supervision and professional development using on-the-job observation;
- collegial learning networks such as principals' networks, study groups and mentoring or peer coaching that offer communities of practice and ongoing sources of support.

In the United States for example, many of these concepts have been codified in the Interstate School Leaders Licensure Consortium "Propositions of Quality Professional Development" and the National Staff Development Council "Standards for Staff Development" (NSDC, 2001). Other features of successful programmes can be found in Box 4.10.

Box 4.10 Some features of school leadership development programmes in the United States

The report *Professional Development of School Principals for Leadership of High Performance Learning Communities* elaborates state-of-the-art goals, processes, content and design principles for leadership development programmes. Of particular relevance in this context are the recommendations concerning goals and design principles, aimed primarily at school, local and state governing bodies. According to this report, principal professional development should, among other factors:

- be grounded in principles of effective staff development;
- be tailored to the candidate's needs as determined through assessment and the candidate's development plan;
- draw upon skills and competences of effective school leadership;
- fit onto a larger, coherent development plan linked to relevant strategic and improvement plans;
- provide measurable objectives of learner progress;
- address the full spectrum of the leader's career needs and stages;
- respond to a set of critical "design questions".

Source: Moorman (1997).

Propose workplace learning opportunities

Workplace learning has an important place as a complement to formal training in the development of the school leader's competence. Lambrecht *et al.*, (2008) report that successful vocational administrators/leaders identified five types of experiences as most helpful to their development as leaders: assignments with new or greater responsibility; start-up work assignments; difficult personnel matters like firings; mentoring, counselling and support; and working with a supervisor. The two common elements underlying such experiences noted by respondents were 1) being placed in challenging circumstances where they had to make decisions and choices with an element of risk involved and 2) being in a supportive environment where their supervisors modelled good practice and provided support and mentors provided counsel.

Two particular dimensions of learning in the workplace are action learning and situated learning (Lankard, 1996). Action learning engages individuals (usually in teams or work groups) in learning through systematic problem-solving around real organisational needs or concerns. Although the problems may in fact get solved, it is the broader learning that is of chief interest. When, for example, teachers and principal work together to learn what is behind and to resolve different teacher standards for student work, they might in fact solve the problem and rationalise school-wide standards for student work, but they will also have learned how to work together, to break down barriers that isolate teachers from each other and to identify and make use of leadership expertise distributed across the teacher ranks.

Situated learning refers to the conduct of the learning experience in the context that gives rise to the need for skills and where they will be put to use. Internships and exercises experienced in actual classroom or school settings can offer situated learning. School walk-arounds can also situate the learning gained through observation, explanation and dialogue among peer leaders. Conditions enhancing learning that are common to action and situated learning are *a)* proactive when the learners take responsibility for and direct the learning experience, *b)* provide critical reflection when the learners make explicit the often hidden assumptions governing the situation and consciously open them to challenge and *c)* creative when learners are enabled to look beyond their own points of view and see matters from the perspectives of others, such that innovative and more powerful solutions and learning can be produced.

Design research-based programmes

Programmes should be designed to draw upon what is known about effective leadership development and to be aligned with needs and policies of the sponsor jurisdiction, whether national, province or state, municipality, or school. According to Davis *et al.* (2005), leadership development content should be research-based, incorporating knowledge of instruction, organisational development and change management as well as leadership skills. The core leadership development skills highlighted in the literature as being at the heart of successful school reform are: developing knowledge to promote successful teaching and learning; developing collaborative decision making processes and distributed leadership practices as well as processes or organisational change; and developing management competences in the analysis and use of data and instructional technologies to guide school improvement activities (Waters, *et al.*, 2003; Knapp, *et al.*, 2003).

Focus on mentoring and peer learning

The processes of mentoring and coaching are increasingly popular in business and education. While the terms are sometimes used interchangeably, mentoring is more generally used to refer to a process whereby a more experienced individual seeks to assist someone less experienced and coaching is used to refer to forms of assistance relating more specifically to an individual's job-specific tasks, skills or capabilities, such as feedback on performance (Hobson, 2003). There is a larger body of research evidence on mentoring than on coaching. Major studies of mentoring have shown it to be effective (Hobson, 2003) and it is a standard element in principal preparation programmes in the United States and the United Kingdom.

A study of mentors and mentees among school leaders in England (Luck, 2003) found these leaders unanimously endorsed the value of mentoring. Some respondents who were mentored in the course of formal development programmes rated mentoring as the most important part of the programme. Some new head teachers reported that without it they would have “gone under”. In his report on the New Zealand context, Stewart (2000) states that on-the-job learning is most effectively strengthened by the link between the principal learners and an outside school leader, with a non-threatening structured reflection on practice.

According to Evans and Mohr (1999), principals learn most effectively when they engage in continuous discussion groups in which they form commitments to one another and build a web of “lateral accountability”. Peer learning pushes principals to move

beyond their assumptions and to expand or change their original thinking through disciplined analysis and rigorous discourse around challenging texts on difficult or controversial issues. At the same time according to Evans and Mohr (1999), it is also essential to provide a safe setting in which principals can dare to risk, fail, learn and grow.

4.5 Summary conclusions and recommendations

Leadership skills development can strengthen practice

Country practices and research evidence show that there is a need for the provision of specific school leadership training to respond to the broadened roles and responsibilities of school leadership. The fact that most of those becoming principals have a teaching background does not mean they necessarily have the skills required for leading schools for the 21st century (Huber, 2004). The practice of school leadership requires specific skills and competencies that may not have been developed with years of teaching alone.

- Development strategies need to focus on developing and strengthening skills for dealing with the roles that contribute to improve school outcomes: *a)* supporting, evaluating and developing teacher quality; *b)* supporting goal setting, assessment and accountability; *c)* enhancing strategic financial and human resource management and *d)* leading beyond the school borders (Chapter 2).
- Training programmes also need to be based on analysis of need, as well as on contextual factors that influence practice and support for training. This implies ensuring targeted provision in areas of special need or for special contexts, such as schools in low socio-economic contexts or small rural schools, which might not have the budget for development.

Leadership development needs to be seen as a continuum

Leadership development needs to be seen as a lifelong learning process. Most evidence on development impact points to the fact that leadership development is broader than specific programmes of activity or intervention. It can be learned and developed through a combination of formal and informal processes throughout the different stages and contexts of leadership practice.

The school leadership career needs to be supported through the different stages in a balanced manner, including induction and in-service provision and be complemented when important changes come about. Programme content and length need to be coherent with the rest of development opportunities.

a) Encourage leadership initial training

Making leadership training a prerequisite or a strong asset for practice can contribute to improved schooling quality through greater professionalisation of the role, to greater satisfaction of principals in their jobs and possibly to increased numbers of candidates for positions.

- Whether leadership training is voluntary or mandatory can depend on national governance structures. Governments can define national programmes, collaborate with local level governments and develop incentives to ensure that school leaders themselves participate. In countries where the position does not have lifetime tenure, a trade-off must be found in order for principals to find it rational to invest time in their development.
- Efforts need to be made to find the right candidates for leadership development. One option is to include school leadership topics in teacher training, encouraging teachers to start reflecting on leadership roles and help them contribute in leadership teams. Preparatory qualifications or “taster courses” are a way of selecting, screening and preparing future school leaders. They can also help individuals to self-evaluate their capacities, strengths and weaknesses for the position.

b) Organise induction programmes

Induction programmes are particularly valuable to prepare and shape initiating school leadership practices, as well as to provide networks for principals to share concerns and challenges. They may contribute to reducing the costs of providing widespread training for anyone interested and target the training for the specific needs of beginning principals.

- These programmes should provide a combination of theoretical and practical knowledge and self-study. They should be designed in coherence with the broader development framework to provide the appropriate focus.

c) Ensure in-service training to cover need and context

In-service training can respond to need and to context. There is no standard way of providing leadership development opportunities, but a wide range of possibilities that may focus on particular contextual factors at a national, regional, local or school level.

- In-service programmes need to be seen in relation to the availability of prior learning opportunities for school leadership. When there are no other prerequisites, strong in-service programmes should encourage the development of basic leadership skills.
- In-service training should be provided periodically for principals and leadership teams to update their skills or inform them of new developments. Networks (virtual or real) also provide an informal development means for principals and leadership teams.

Ensure coherence of provision by different institutions

There is no standard approach to provision of leadership development. Choices of provision have to be made taking into consideration factors such as the current training and development opportunities, the availability of expertise, country governance arrangements and the current and anticipated quality and availability of leadership. Incentives for participating in training should be calibrated to encourage participation and quality in provision.

- A broad range of providers can cater to the varied training needs for school leadership. Training is provided by Ministries of Education or local governments, or outsourced to specialised institutions, to teacher training institutions or to a specialised body established to focus on school leadership training. Universities have also a broad range of supply. In addition, teacher and school leaders' institutions have developed their own training programmes.
- There is evidence that the development of national institutions of school leadership has contributed to transforming the school leadership landscape in some countries by raising awareness, improving knowledge and provision of leadership development opportunities.
- Where there is no national orientation but a range of institutions catering to local or regional needs, it is important to have clear standards that ensure that suppliers focus on good leadership development. Many governments have mechanisms like standards and evaluations to monitor and regulate programme quality.

Collaboration with the private sector in leadership development can also bring positive results.

Ensure appropriate variety for effective training

A broad body of knowledge supported by practice has identified the content, design and methods of effective programmes. It points to the following being key factors: curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching and peer learning and structure for collaborative activity between the programme and the schools.

Annex 4.A1

Preparatory training for school leadership, 2006/07, public schools

Country	Target group	How offered	Typical length	Institution responsible	Who pays	Delivery methods	Content
Australia	1,2,3	Optional	Varies greatly across jurisdictions, from one day to one year	Universities, vocational training organisations, independent training providers or education authorities	Jurisdiction support or programme participants	Varies but may incorporate course based training, group work, self study and virtual networks	Varies greatly
Austria	2	At the discretion of the regional educational authority	Varies according to educational authority	From 10/2007 on: <i>Pädagogische Hochschulen</i>	Central / regional educational authority	Varies according to educational authority	Varies according to educational authority
Belgium (Fr.)	2	Mandatory for the French Community School Network	12 days of 6-8 hours	French Community of Belgium	m	m	m
Denmark	1	Primary schools: at the discretion of municipal authorities. Secondary & upper secondary: at the discretion of local schools.	No typical length	University or training institute or independent training provider	Employer or the individual	Depends on the different training institution	Different aspects of the skills necessary in leadership
	2,3	At the discretion of the individual to qualify for the position; or at the discretion of the individual school (3).	As above	As above	Present employer or the individual	As above	As above

Country	Target group	How offered	Typical length	Institution responsible	Who pays	Delivery methods	Content
England	1	Mandatory national requirement for all first time heads to hold or be working towards National Professional Qualification for Headship (NPQH)	15 months	National College for School Leadership (NCSL)	NCSL subsidises most programme fees. NCSL draws its funding from DCFS	NPQH is "blended" - includes F2F days, residentials, self-study, in-school work, peer and tutor support, online learning including online communities	Based on six Key Areas of national standards; also reflective of current policy and research. Legislative, HR, finance issues also covered
	2,3	No requirements. There is local and national optional provision to support these target groups	No typical length	Too numerous. Includes NCSL, universities, local authorities, private sector providers	NCSL subsidises most fees	Blended provision	Broad base
Finland	1,2,3	Optional	No typical length, variation of optional courses	Institution run by municipal / local educational authority, university or training institute linked to university, independent training provider	Central/ regional educational authority, Municipal / local educational authority, participants	Many	Many
France	2 (sec. schools only)	Optional	A few days	Institute	Institute	Training for two national exams	m
Hungary	2	Optional or at the discretion of municipal educational authorities	Two years	Training institute linked to university	Central (the state); municipal authority (maintainer); programme participants	Course based lectures/seminar; experience-based projects at own or different schools; group work; self-study; virtual network (not typical)	National education legislation; general leadership skills; resource management; organisation development; pedagogical leadership; evaluation and accountability

Country	Target group	How offered	Typical length	Institution responsible	Who pays	Delivery methods	Content
Ireland	2	Optional	Post graduate Certificate, Diploma, Masters, Doctoral programmes in Educational Leadership and/or Management	Universities and Colleges of Education linked to Universities	Programme participants	Course-based training	At the discretion of the institution involved
Israel	1	Mandatory	Two years, including 600 hours	Only in universities and colleges of education under central authority	2/3 of the costs paid by the Ministry of Education, 1/3 paid by participants	All programmes are experience based. All are required to have at least ¼ of programme length as internship	National legislation, interpersonal and leadership skill. Finance and organisational. Pedagogical leadership. Evaluation and accountability. Improving school climate and other related topics
New Zealand	2	Aspiring Principals Programme	12 months	Universities	Central government and programme participant	Course-based training Experienced-based training. Group work. Self-study. One-to-one counselling. Virtual networks. Mentoring/ coaching	National/regional education legislation. Interpersonal skills. General leadership skills. Resource management. Organisation development. Pedagogical leadership. Evaluation and accountability. Improving school climate
Northern Ireland	2	The Professional Qualification for Headship (Northern Ireland) is offered to those aspiring to headship. It is not mandatory	16 months for those with considerable experience of senior leadership. 28 months for those with experience of middle leadership	The Regional Training Unit for Northern Ireland provides training on behalf of all the employing bodies	Funded places are offered by the Department of Education Northern Ireland	A blended model of face to face tutoring and training, online support through a virtual learning environment and provision of study materials	The content is directly related to the knowledge, professional qualities and actions that are required of head teachers in the 6 key areas of headship outlined in the National Standards for Headteachers (Northern Ireland) 2005
Norway	1	Optional	m	m	m	m	m

Country	Target group	How offered	Typical length	Institution responsible	Who pays	Delivery methods	Content
Portugal	1	Mandatory: for candidates without experience in school management Optional: for candidates with experience in school management	250 hours for an academic qualification in school management	Universities and high school education	Programme participants	Universities have to develop the following competences: critical analysis; intervention; formation, supervision and evaluation; consulting	School management and administration
Slovenia	1 2,3	Mandatory licence at the end of training or within 1 year of taking up post Optional	6 weeks 144 contact hours (in 1 or 2 years)	Institution run by central educational authority	Central educational authority	Course based training, experience based training, group work, self study, virtual networks	Organisational development, general leadership, interpersonal skills, resource management, evaluation and accountability, national legislation
Spain	1 3	Mandatory (i.e. requirement established by the central/regional educational authority) Optional	70 hours	Institution run by regional educational authority	Regional educational authority	Course-based training	National/regional education legislation. Interpersonal skills. General leadership skills. Resource management. Organisation development. Pedagogical leadership. Evaluation and accountability. Improving school climate.
Sweden	1	Optional/discretion of local authority	Varies.	m	m	m	m

Note: The term preparatory training refers to training for school leadership that takes place before the training participants start in the school leadership post. Training may be offered to pre-selected candidates during the time between appointment and starting the post, or it may be offered to a wider group of interested participants.

m = Information missing

Target group:

1. Pre-selected candidates for principalship: individuals who have been chosen for a principal position but who have not started the post yet.
2. Potential candidates: individuals, mostly teachers, aspiring to school leadership positions (e.g. principal, assistant principal or other management positions with similar responsibilities) who have not yet passed the formal selection process for the position. Preparatory training may be part of the selection process, or it may be seen as an additional qualification.
3. Pre-selected candidates for other school leadership positions: individuals who have been chosen for other school level leadership positions (e.g. assistant principal, assistant headmaster and other leadership/management positions with similar responsibilities) but who have not started the post yet.

Source: OECD *Improving School Leadership* Country Questionnaires.

Annex 4.A2

Formal induction programmes for beginning school leadership, 2006/07, public schools

Country	Target group	How offered	Typical length	Responsible for supporting new principals during programmes	Who pays
Australia	1,2	In most cases mandatory	Typically 1-2 days	Jurisdictions	Jurisdictions
Austria	1	Mandatory. Part of national requirements to become a fully fledged principal	Two years	Training institute linked to Pädagogische Hochschule	Central/regional educational authority
Belgium (Fr.)	1	Not offered	a	a	a
Denmark	1,2	At the discretion of municipal educational authorities or of the individual school	Primary schools: 3-5 weeks introduction Secondary and upper secondary: From master programmes of 1 year. (60 ECTS) to shorter 1-week courses	Primary schools: Municipal education programme in co-operation between all municipalities. Secondary and upper secondary: universities, university colleges and private providers	Primary school: Municipality. Secondary and upper secondary individual schools fund it with their government appropriation
England	1	Optional, local authority, NCSL offers Early Headship Provision (EHP)	EHP grant can be used over first three years in post. Most LA provision will be at least one year	In EHP NCSL has contracts with 3 providers; these offer some of the support directly, e.g. New Visions but also have a brokerage function	NCSL grant of £2500 funded by DCFS. Other funding will be from school's own budget
	2	Optional, school level	Will vary between one and three terms	Multiple possibilities for external provision, with much done by internal coaching	From within schools' CPD budgets
Finland	1,2	Optional	Not specified	Not specified	Central/regional educational authority, Municipal/local educational authority, Programme participants

Country	Target group	How offered	Typical length	Responsible for supporting new principals during programmes	Who pays
Hungary	1	At the discretion of local authorities or not offered	1-2 days	Municipal educational authorities if there is such a programme	Municipal educational authorities if there is such a programme
Ireland	1,2	Optional	Two years (75-100 contact hours, including class, online learning and mentoring) for principals; 1-2 years for other school leaders	Leadership Development for Schools	Central Education Authority
Israel	1	Municipal/local educational authorities with the support of county superintendent	1-3 years	1. Superintendent of schools at the county level. 2. Municipal and local education authority	Regional educational authority. Municipal/local educational authority
New Zealand	1	Optional	18 months	University of Auckland on behalf of the Ministry of Education	Central educational authority
Northern Ireland	1,2	Optional but with strong expectations from the central authority and the various employing bodies	One year training with up to an additional year of on-line support	Jointly planned between the Regional Training Unit (RTU) and the employing authorities. RTU delivers on leadership matters. Induction on managerial and procedural matters is organised by each employing body	Funded by RTU
Norway	1/2	Offered at the discretion of municipal /local educational authorities	m	Other (all suggested answers)	Central and municipal authorities
Portugal	a	Not offered	a	a	a
Slovenia	1	Optional	One year	National School for Leadership in Education School leadership/management personnel from other schools and state educational authority	Central education authority

Country	Target group	How offered	Typical length	Responsible for supporting new principals during programmes	Who pays
Spain	a	Not offered	a	a	a
Sweden	1,2	National head teachers' training programme at the discretion of local educational authorities	Three years	Universities (in 8 geographical areas)	50/50 national authority/local authority

Note: The term induction programmes refers to organised arrangements for supporting and monitoring beginning school principals at the start of their careers. They typically include support specially devised to provide guidance, assistance, coaching, mentoring and advice to new school leaders and may also include compulsory training which could serve to confirm their appointment.

a = not applicable

m = information missing

Target group:

1. Principal: the school head teacher, director or administrator who holds the highest leadership position within an individual school.
2. Other school leadership personnel: school level professional personnel (other than the principal) whose primary or major responsibility is for school leadership, management and administration. It includes assistant principals, assistant head teachers and other leadership/management staff with similar responsibilities.

Source: OECD *Improving School Leadership* Country Questionnaires.

Annex 4.A3

In-service professional development for school leadership, 2006/07, public schools

Country	Target group	Responsible for decision	How training is provided	Support for training	Delivery method	Content
Australia	1,2	Jurisdictions and individual principals	May be universities, vocational training organisations, independent training providers or education authorities	Jurisdiction support or programme participants	Varies greatly but incorporates course-based training, group work, self study and virtual networks	Varies greatly across all aspects of school management and educational leadership
Austria	1	Central/regional educational authority	Institution run by central/regional educational authority	Central/regional educational authority	Course-based training, Experience-based training, group work, self-study, one-to-one counselling, virtual networks	National/regional education legislation. Interpersonal skills. General leadership skills. Resource management. Organisation development. Pedagogical leadership. Evaluation and accountability. Improving school climate
Belgium (Fr.)	Not offered	a	a	a	a	a
Denmark	1,2	Principal, municipality, school board or individual school	University or training institute or independent training provider	Primary school: Municipality, Secondary and upper secondary individual schools fund it with their government appropriation	Depending on the type of course	Different aspects of the skills necessary in leadership
England	1	Head with SIP and/or governing body	NCSL/other providers (LA, university, etc.)	School's own budget	Will depend on provision	Will depend on needs of HT. Often will be updating on new requirements and how to enact
	2	Individual, with line manager (often head at this level)				Will depend on needs of leader

Country	Target group	Responsible for decision	How training is provided	Support for training	Delivery method	Content
Finland	1	Municipal/local educational authority, Principal	Institution run by central / regional / municipal educational authority, University or training institute linked to university, Independent training provider	Institution run by central / regional / municipal educational authority	Not specified	Programme dependent
	1	Municipal educational authority	Training institute linked to university; independent training provider	Central (the state), municipal authority (maintainer), programme participants	Course-based training; experience-based training; self-study	Varies greatly, e.g. organisation development, pedagogical leadership, evaluation
Hungary	2	Principal, teaching staff				
	1	Principal	Institution run by central educational authority, e.g. Leadership Development for Schools, Education Centres	Central Education Authority	Course based training Learning Networks	National education legislation. Interpersonal Skills. General leadership skills. Organisation development. Resource management. Pedagogical leadership. Curriculum and Assessment. Improving school climate. School Development Planning
Ireland	1	Principal	Independent training provider. It could be university or college of education or expert person.	Central educational authority and municipal educational authority.	Course based training, Group work, Experience based training	Building school programme, management budget, planning curriculum, pedagogical leadership, evaluation, improving school climate
	2	Principal	Usually the principal invites expert person	Independent training programme. It could be the persons or institution contributing to covering the costs	Course based training, Group work, Experience based training	Interpersonal skills, knowledge and skills in the discipline

Country	Target group	Responsible for decision	How training is provided	Support for training	Delivery method	Content
New Zealand	1	Board of Trustees	University or training institute. Independent training provider	Central educational authority	Course-based training. Experienced-based training. Virtual networks	National/regional education legislation. Interpersonal skills General leadership skills Resource management Organisation development Pedagogical leadership Evaluation and accountability Improving school climate
	2	Principal				
Northern Ireland	1	Principal	A full suite of in-service development programmes is provided by Regional Training Unit, Northern Ireland (RTU)	Through the Regional Training Unit	Course and conference based training includes group work and self study. Virtual networks exist in connection with several of the courses	Emphasis is on leadership and management skills outlined in National Standards for Headship (NI) needed for school and personal development in differing contexts
	2	The Principal in consultation with the leadership personnel	As above with some conferences organised by the appropriate employing body	Largely through RTU except for short courses provided by individual employing bodies	Course and conference based training includes group work and self study	Personal and professional development. Building Leadership capacity. Management skills
Norway	1,2	Municipal/local educational authority, principal	Institution run by central / regional / local educational authority, university or training institute linked to university, independent training provider	Central and municipal authorities	m	m
	1	m	m	m	m	m
Slovenia	1	Principal	Various	Central education authority and programme participants	Various	Various
	2	Principal, usually in agreement with personnel				

Country	Target group	Responsible for decision	How training is provided	Support for training	Delivery method	Content
Spain	1	m	m	m	m	m
Sweden	1,2	Local educational authority	Institution run by central / regional / local educational authority, inspectorate, university or training institute linked to university, independent training provider	Local educational authority	Course-based training. Experience-based training. Group work. Self-study. One-on-one counselling. Virtual networks	National/regional education legislation. Interpersonal skills. General leadership skills. Resource management. Organisation development. Pedagogical leadership. Evaluation and accountability. Improving school climate

Note: Professional development refers to in-service training which seeks to update, develop and broaden the knowledge and skills of school leaders who have been in the post for a while. Professional development may also be provided to accompany the implementation of education reforms.

a = not applicable

m = information missing

Target group:

1. Principal: the school head teacher, director or administrator who holds the highest leadership position within an individual school.
2. Other school leadership personnel: school level professional personnel (other than the principal) whose primary or major responsibility is for school leadership, management and administration. It includes assistant principals, assistant head teachers and other leadership/management staff with similar responsibilities.

Source: OECD *Improving School Leadership* Country Questionnaires.

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