



La leadership educativa nei paesi dell'Europa latina: autonomia, identità, responsabilità
Educational leadership in Latin Europe: autonomy, identity, responsibilities
Le leadership éducatif dans les pays de l'Europe latine: autonomie, identités, responsabilités

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Estonian School System Strategic Leadership “effects” on School Performance

Hasso Kukemelk
University of Tartu

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Abstract

Problem Statement and theoretical framework: School performance has been considered as a key-factor of wealthy national economy EU wide. Many countries have been spent much resources to improve their national school system. Schools' self-evaluation has been considered as a key tool in those developments (Kukemelk *et al*, 2011; MacBeath & Townsend, 2011). Most successful school systems world-wide provide more freedom and responsibility from central authorities to school level (Mourshed *et al*, 2010).

The same has been done in Estonia. There have been several principal changes in Estonian national educational system during last decade. Schools' financing principles have been changed (flexible head money system in use today), teachers' professional requirements were upgraded, school principal power and responsibility has been raised, special support system developed to get newly qualified teachers into rural area to work, etc. At the same time differences in results of state exams and in other measured learning outcomes in-between rural and city schools indicate that problems are still there.

Purpose of the study: The study was designed in order to identify how different school outcomes are connected to national educational statistics.

Findings and Results: Proper running of strategic management principles in Estonian comprehensive schools is positively correlated to several important school outcomes (e.g. results of national state exams, continuation of further studies after graduating the school, etc.). Also several negative correlations between strategic management principles and school key performance indicators were found (e.g. students' drop-out rate, repeating a year, etc.). There are clear advantages and disadvantages between small rural schools and large city schools. Presentation will describe more thoroughly reasons and logic behind the findings.

Neighbourhood socio-economic index has not been taken into consideration.

Method: Performance indicators of lower secondary and upper secondary schools were analysed. Data were collected in 2010 – 2011, national educational statistics was used as source of data from 2006 – 2009. Schools were divided into groups based on the results of factor analyses and according to the placement and size. SPSS was used for calculating correlations and comparisons.

Conclusion: Well planned and implemented strategic management principles improve school key performance indicators. At the same time additional managerial efforts are needed by the government to improve performance of small rural area schools.

References:

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