Educational leadership in Latin Europe
- Educational leadership and teaching

Roma
December
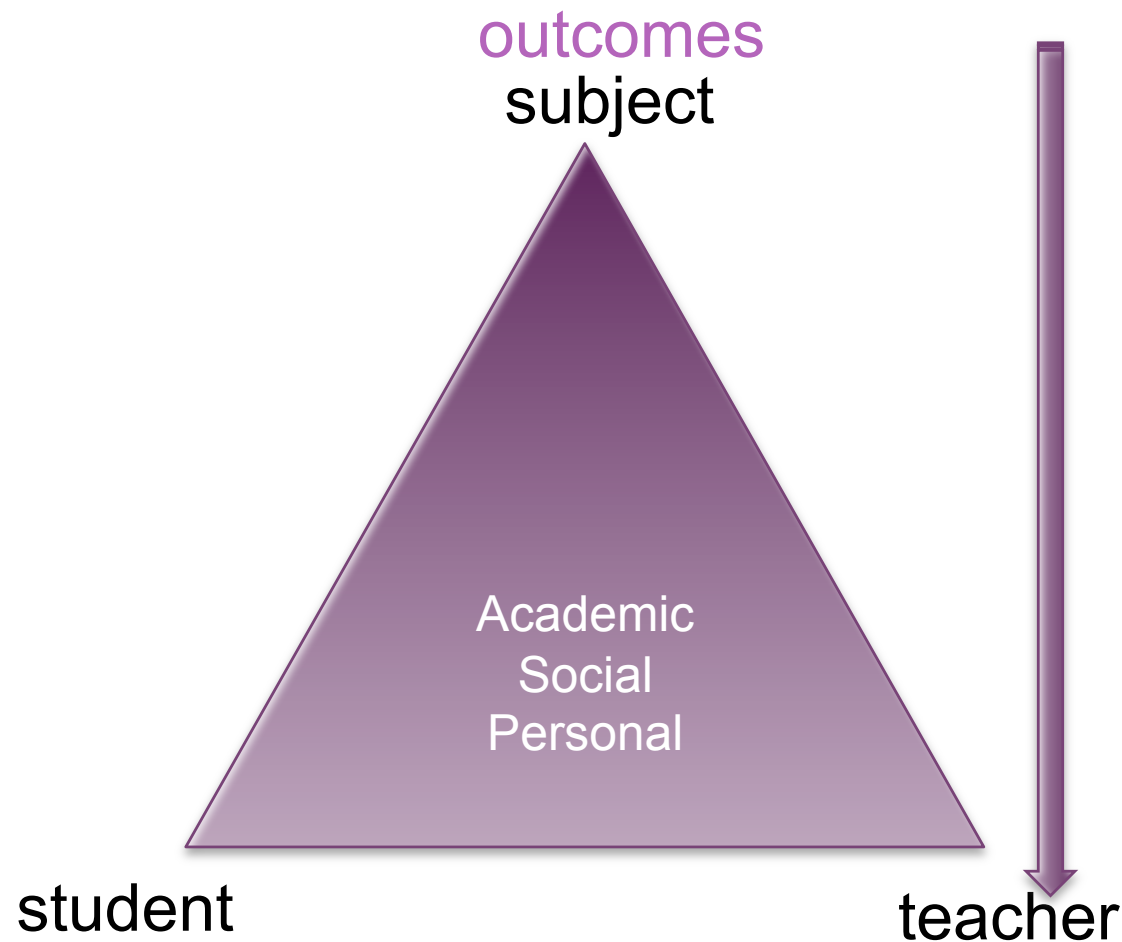2013

European Policy Network on
School Leadership

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+ An educational perspective

outcomes

subject

Academic
Social
Personal

student

teacher

- **School Leader**
  - Time, frame & place
  - Goals:
    - academic, social, personal
  - Sense-making
  - Continuous professional development & feedback:
    - academic, social, personal
  - Distribution
    - Collaboration & relations
  - Accountabilities

Two discourses

Outcomes-oriented discourse

- Purpose:
  - Workforce
  - Back to basics
  - Effectiveness
- Governance:
  - National school
  - Low trust
  - Standards
- Accountability
  - Testing
  - Reports
- Teaching
  - Writing
  - Individuals

Participation-oriented discourse

- Purpose:
  - Competente adults
  - Democratic 'Bildung'
  - Comprehensive competences
- Governance:
  - Local school
  - Trust
  - Interpretation
- Accountability
  - Formative evaluation
  - Dialogue
- Teaching
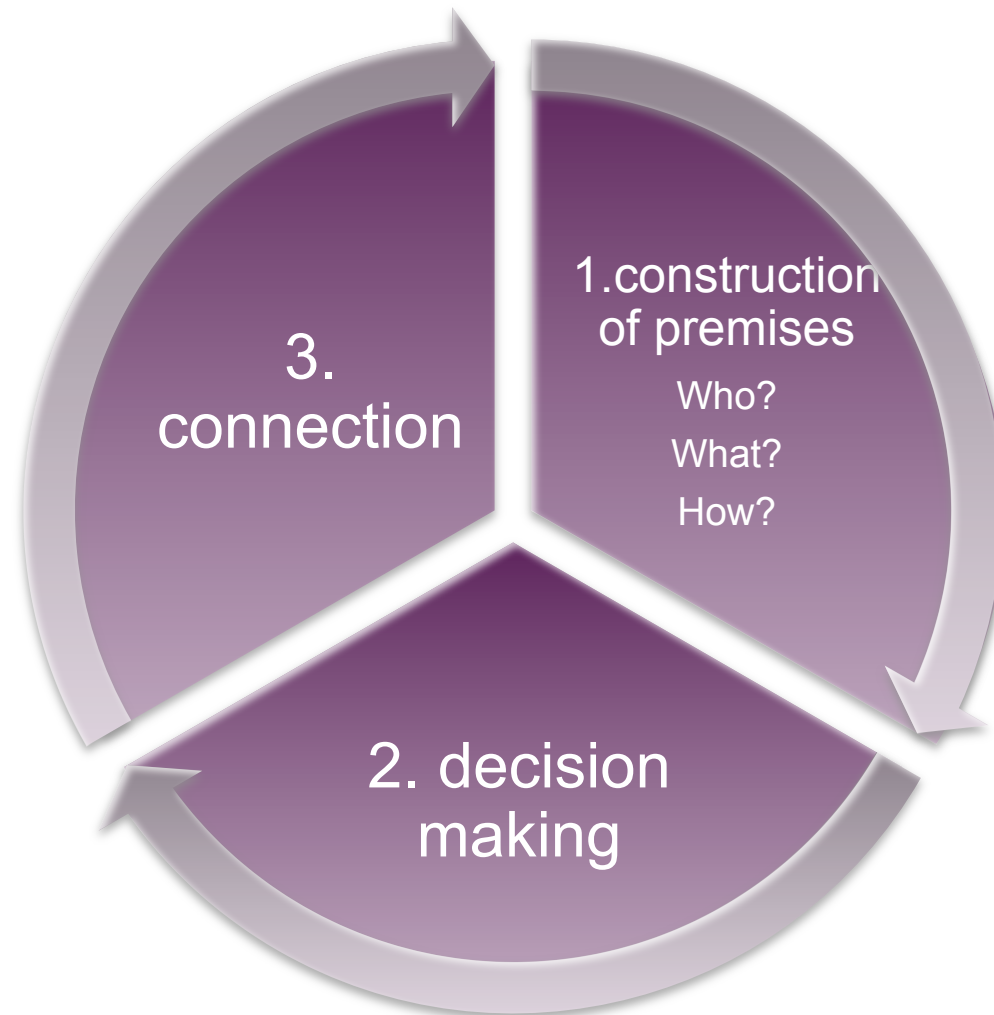 - Dialogue
  - Community

Lejf Moos

+ Leaders – Leadership

- Autocratic leadership
  - Structures, direct influences

- Strategically leadership
  - Vision, values, strategies

- Reciprocal leadership
  - Sense-making, negotiation
  - Democratic?

+ Decision making

Leadership is making decisions
that become premises for other decisions

3. connection

1.construction
of premises

Who?

What?

How?

2. decision
making

Democratic
Forms:

Participation
Deliberation

+

Deliberative practice

- 'Many contemporary democratic theorists argue that the most essential element of democratic communities today is their ability to engage in civilized but semi-permanent disagreement. Articulating a humanist voice that calls for respecting and listening to all positions – but then being able to move forward in the absence of consensus – will be the critical skill that school leaders need to develop when the environment makes consensus impossible.' (Karen Seashore Louis)

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Deliberative practice

- 'Many contemporary democratic theorists argue that the most essential element of democratic communities today is their ability to engage in civilized but **semi-permanent disagreement**. Articulating a humanist voice that calls for respecting and listening to all positions – but then being able to move forward in the absence of consensus – will be the critical skill that school leaders need to develop when the environment makes consensus impossible.' (Karen Seashore Louis)

+ Purpose of schooling and leadership?

- **Improvement**
  - Doing things better
  - basic knowledge and skills, tests
- **Innovation & Creativity**
  - Doing something new
  - curiosity-driven, experimenting, self reflecting, 'painting outside the box,' critiquing, questioning,