# Supporting teachers leadership in schools from outside – from theory to practise

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- National School for Leadership in Education

- Headship license, pre-service training – 1 year program (1991, 1995)
- Mentoring newly appointed headteachers – 1 year initial training (2005)
- Leading learning – 1 year program (2006)
- Program for leadership license – 2 years' program, after 5 years of headship (2012)
- Head teachers development – 2 years' program, after 10 years (2012)
- National leadership conferences
- Thematic workshops

Slovenian educational system:

- Traditionally subject focused teachers education at universities
- Flat organizational structure

Distributed leadership support for headteachers at school level:

- Networks of learning schools (1999–)
- Learning how to learn (2010–2014)
- Raising social capital (2013–2015)

– Self-evaluation and external evaluation (2008–2014)
– Schools and staff capacity building

- Whole school approach

- Building up school culture

- Distributed leadership, leadership opportunities

- Capacity building

- Focus on teaching, learning, students' achievements

- Use of data

- External evaluation: SE process, leadership, professional development, teaching and learning

- Self-evaluation as an obligation and responsibility of head teacher
  - Report on self-evaluation (no guidelines)
- Quality assessment and assurance in education projects (ESF 2008-2014)
- Self-evaluation, external evaluation, indicators

- How far can you go with the theory?
  - Development within world trends
  - Contextualisation, knowledge transfer, visibility
- Do theorists care about implementing brilliant ideas – or do they have to, at all?
  - Can praxis overcome the limitations of the paradigms?
  - simplifications
- Training or changing?

# DIFFERENT HEADTEACHERS ROLES

- Participants
- Trainers
- Mentors
- External evaluators
- Colleges in projects
- Authors of articles and publications
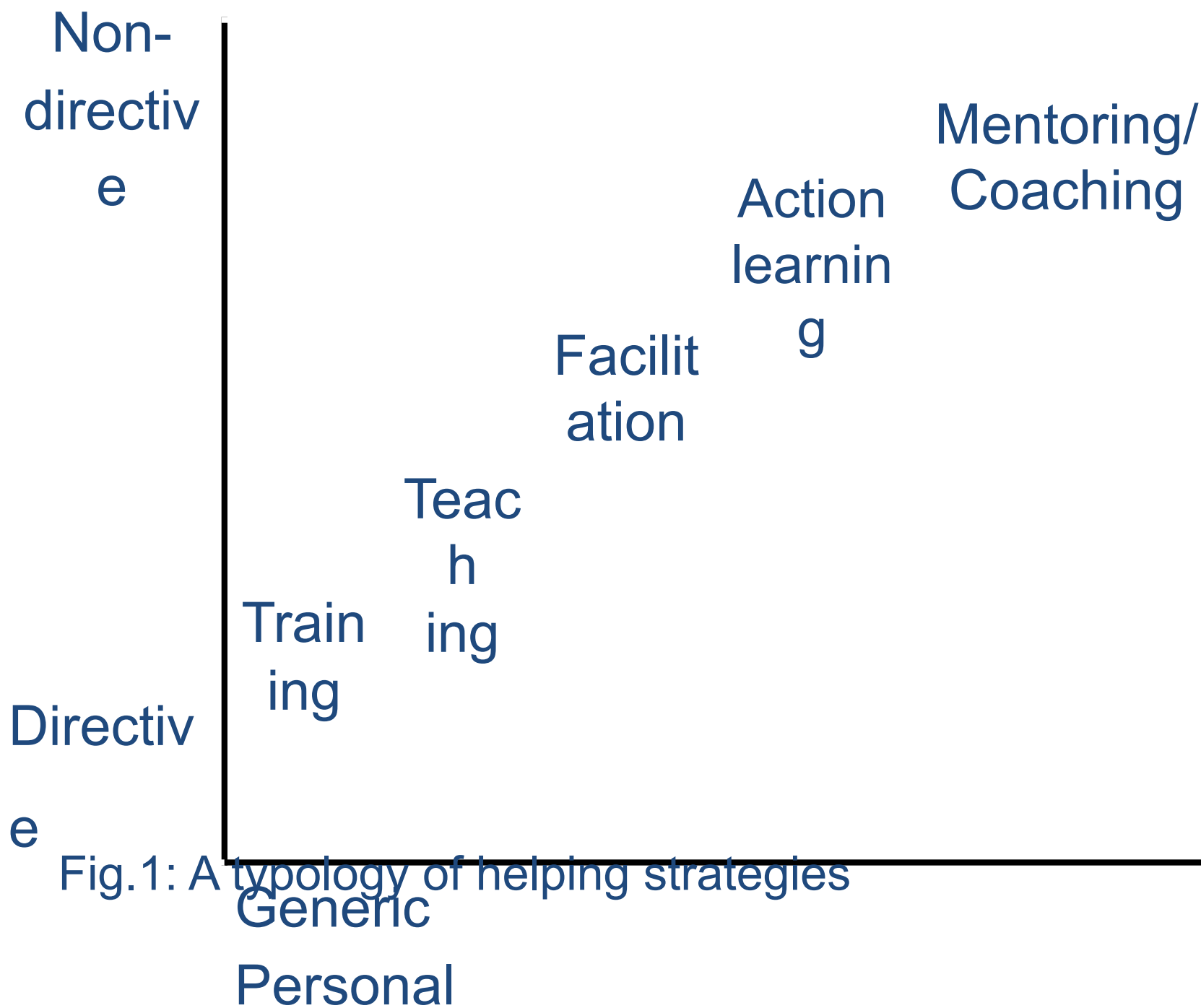- Students
- NSLE board members

# NSLE

- Between researches and implementation
- Adapting training (and the theories) to capacity of carrying out institution?
- Staff encouragement and indoctrination
- Rich experiences
- Contextualisation
- Realism

- Publishing
- International dimension
- Postgraduate Studies in Leadership in Education

- System of lifelong learning – support and/or personal changes over time
- Headteachers assessment?!

- Where are we going to?

- The development of educational leaders seems to be a particularly significant area for concern as there is no consensus as to how to educate educational leaders and there is relatively low confidence that the strategies that are employed do actually make any difference.

Non-directive

Mentoring/
Coaching

Action
learning

Facilitation

Teaching

Training

Directive

Fig.1: A typology of helping strategies

Generic

Personal

# INTEGRATING THEORY AND PRACTICE

- Leadership development needs to be work based and focused on the actual job.

- Effective leadership practice needs to be analysed and understood in the context of alternative theoretical and research based perspectives

- Learning needs to be seen as an iterative, **cumulative, process** in which the learner is able to develop a personal construct that is relevant to their situation and stage of development.

- Personal engagement through coaching and mentoring in order to provide feedback and focused interventions

- Collaboration with peers and different contexts is fundamental to securing feedback developing reflexivity i.e. critical awareness of self and practice.

- Opportunities to take risks and to practice key behaviours and skills.

- Recognition of successful learning and reinforcement of personal change