University of Teacher Education Zug
IBB Institute for the Management and Economics of Education

PH Zug

Leadership and teaching professions' development in Germany

Dr. Pierre Tulowitzki
Rome, Friday 6 December 2013

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The German School System(s)

- Federal Autonomy
- 16 federal States („Länder") : 16 school systems
- Standing Conference („KMK") : assembly to pass nationwide laws
- 3 secondary school types : Hauptschule, Realschule, Gymnasium
- School is mandatory until after the 9th* grade

School Leadership in Germany

- School principals have limited authority.
- School principals are the in charge of pedagogical vision, but limited by "pedagogical freedom" of teachers.
- School principals have a teaching obligation.
- School Principals are assisted by one vice principal. Teachers can become part of an extended leadership team.
- (Proclaimed) shift of school principalship from administration to leadership since the 1990s.

Levels of school policy decision making

Percentage of decisions relating to public sector lower secondary education taken at each level of government, 2003

	Central	State	Provincial/ regional	Sub- regional	Local	School	Total
France	24		10	35		31	100
Germany	4	30	17		17	32	100
Italy	23		16		15	46	100
Portugal	50		8			41	100
Spain		57	15			28	100

Source: OECD, 2008a, S. 98

Evolution of Teaching Profession

- 1980s

Teachers: lonesome transmitters of static knowledge

- 1990s

Teachers: lonesome transmitters of dynamic knowledge, further training

- 2000s

Teachers: team-oriented learning-counselors, dynamic knowledge, further training

Current Job Profile of Teachers

1) Teachers are experts for teaching and learning.
2) Teachers are aware that they are not only teachers, but also educators.
3) Teachers have to judge and evaluate. They do so in a competent, fair and responsible manner.
4) Teachers are constantly developing their competences, making use of professional development and further training.
5) Teachers participate in efforts of school improvement and shape the work culture and school climate in a positive way.

Source: KMK. (2005). Standards für die Lehrerbildung: Bildungswissenschaften. Zeitschrift für Pädagogik, 51(2), 280–290.

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Education and Leadership in Germany – Trends

- Inclusion

- Performance standards, evidence-based improvement

- Competence-oriented teaching and assessment

- Continuing professionalization efforts of school leaders

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Education and Leadership in Germany – Current topics

- Rising complexity: cooperation, delegation, networks

- Heightened number of burnout: studies on stress, resilience, aptitude tests for teachers

- Measuring success; evaluation done right

- Autonomy vs. Homogeneity: education standards

- School autonomy vs. re-centralisation

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School Leader Study

- Top 3 most disliked activities:

1. Implement reforms mandated by the ministry

2. Write reports for school inspections and other institutions

3. Manage school-related statistics

- Top 3 most liked activities of school principals in Germany:

1. Teach in the classroom

2. Cultivate a culture of cooperation

3. To exchange with other school leaders about issues.

Source: Huber, S. G. (2013). Forschung zu Belastung und Beanspruchung von
   Schulleitung. In S. G. Huber (Hrsg.), Jahrbuch Schulleitung 2013: Befunde und
   Impulse zu den Handlungsfeldern des Schulmanagements (S. 222–240). Köln: Carl
   Link.

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Thank you for your attention.

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Professional Development of Teachers

- The „Länder" are responsible for professional development.
- Professional Development is mandatory for teachers, supervision of this is the responsibility of the school principal
- All courses, workshops etc. have to be validated by the „Länder" beforehand to count officially count as professional development.

Professional Development - TALIS

- Almost teachers participate in professional development – about 7 days per year.
- Forms of development: courses and workshops, education conferences and seminars, observation visits to other schools, professional development networks, and informal dialogue to improve teaching.
- 58% of surveyed teachers reported having wanted more professional development than they had received during the survey period, especially regarding student discipline and behaviour problems.

Source: Hendriks, M., Luyten, H., Scheerens, J., Sleegers, P. & Steen, R. (2010). Teachers' professional development: Europe in international comparison: an analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS). (OECD, EDS.). Paris: OECD.

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Leadership

- Attitudes

- Support

- Expectations
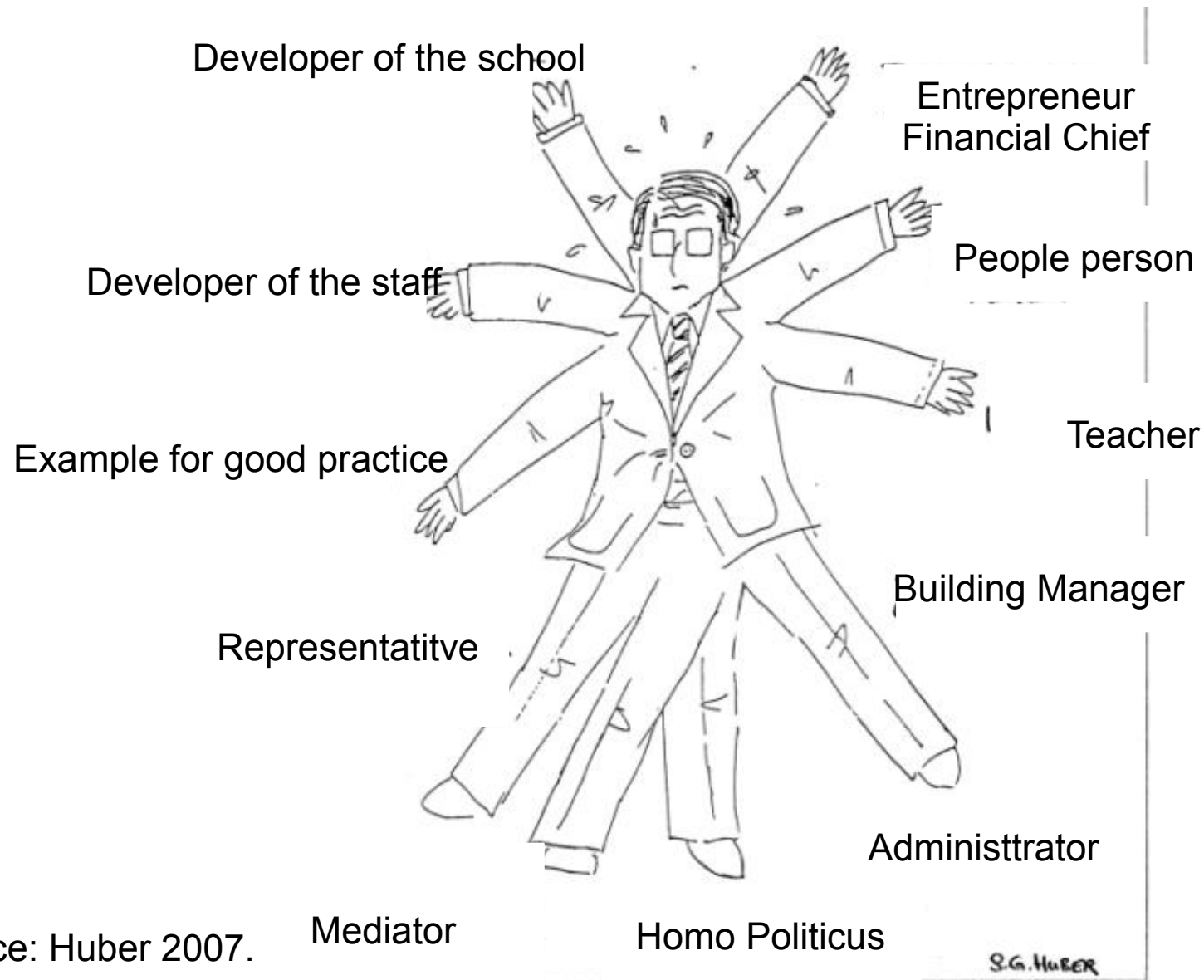
- Goal-orientation

- Long-term vision(s)

Source: Dubs, R. (2013). Challenges and opportunities for educational leadership. Presentation at the School Leadership Symposium, hosted by the IBB of the PH Zug on September 26th - 28th 2013 in Zug."

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Leadership – characteristics

- Caring

- Transparent

- Respectful

- Taking on responsibility

- Truthful

- Open

Source: Dubs, R. (2013). Challenges and opportunities for educational leadership. Presentation at the School Leadership Symposium, hosted by the IBB of the PH Zug on September 26th - 28th 2013 in Zug.

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The School Leader as...

Developer of the school

Entrepreneur
Financial Chief

Developer of the staff

People person

Example for good practice

Teacher

Building Manager

Representatitve

Administtrator

Mediator

Homo Politicus

S.G. HUBER

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