

Staff development and conflict management

Focus: Human Resources & Conflict Management

Preliminary Comments

The National Reports (c.f. Synopsis) provided little information on the theme and for this reason a short survey with all partners and tandem partners was carried out in February, 2010. The results have been compiled, although it must be stated that not all partners participated. The second reason for the incomplete state of the document is that the timeframe set for collecting information and for discussions was too short. Differing reference systems and structures also impeded clarity.

18 partners and tandem Partners participated in the survey.

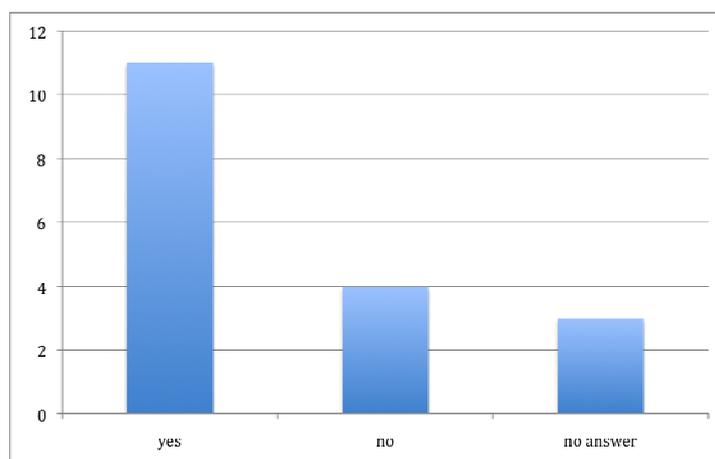
Partners: Denmark, Germany, Norway, Spain, Slovenia, Romania, Poland, Italy, Estonia, Ireland, Swiss, Turkey, Austria.

Tandem partners: Malta, Lithuania, Hungary, Czech Republic, Greece.

1. Result

In principle it can be stated that conflict management and human resource development (in combination or separately) are key issues in training systems for educational leaders. (mentioned 11 times)

Solid discussions in theory and practice are frequently mentioned, although the supporting systems vary.



Is the field of "staff development and conflict management" part of this concept for school head qualification?

2. Result (Overview of Modules for Human Resource Development & Conflict Management)

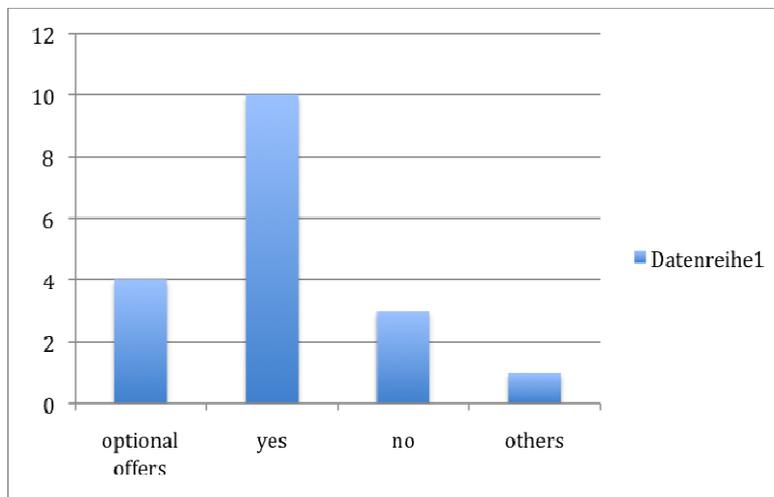
In the area of conflict management almost all refer to the work with case studies and in the area of human resource development the statements refer clearly to "Potential Analysis".

Details are included in Appendix 1 (interpretation of questionnaire), point 5

Differentiated information was provided by Germany, Switzerland and Slovenia thus providing good practice examples.

3. Result (CPD)

CPD provision varies from country to country. Both areas are important themes, but in some countries provision needs to be further developed. (e.g. coaching for school heads is not frequently provided and mediation is considered to be forward-looking but not yet fully developed).



Is there a concept for staff development and conflict management in further education for school leadership in your country?

Result 4

Some countries offer varying provision, which is structured as a network. Thus, Germany provides a practical tool on the Lower Saxon Educational Server. Further courses and networks such as the Leadership Academy in Austria or the special university provision (e.g. in Switzerland) or research work (e.g. school for principals in Slovenia) are mentioned.

Both areas are structured within public CPD provision (Denmark) and special techniques (e.g. restorative techniques/Hungary) offered in addition. The good practice examples are to be found in Appendix 1, Question 7. Further information provided is to be found summarized in Appendix 1, Question 8.

Summary

In the area of qualifications for pedagogic leadership more than half of the countries, which provided answers (11 out of 18), have structured initial and CPD courses. Within the courses, there are modules for Human Resource Development and Conflict Management, which vary considerably. Germany and Switzerland provide the good practice example with regard to content and methodology.
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Interesting models are described by Slovenia "restorative technique" and Hungary (see Appendix 1, footnote 3).

Austria offers a form of collegial advice organised in peer groups (see Appendix 2), which is a good practice example within the framework of national training for pedagogic leaders. A further good practice example in Austria is the Leadership Academy (c.f. National Report for Austria).

Questionnaire



The Making of: Leadership in Education

A European Qualification Network for Effective School Leadership
141730-2008-LLP-DE-COMENIUS-CNW



Dear partners and colleagues,

Referring to work package 6 of the application, we are compiling a collective summary in the field of school head qualification of all involved partners and tandem partners for our mutual EU project „The Making of: Leadership in Education“.

We are asking for your support and help to answer the questions below as accurately as possible. We request you to please return the completed questionnaire in due time as we are asked to deliver the collective summary by mid-March 2010 to NiLS.

Our focus of interest is especially the field “staff development and conflict management”: possible short descriptions of examples of good practice are very welcome.

Thank you very much for the timely and good completion of the questionnaire!

(Please tick where applicable)

1. Do you have a national concept for qualifying school heads in your country?

- yes no under progress

2. Qualifications for school heads are

- Obligatory and prior to job application
 Obligatory and in-service training

 Voluntary, prior to job
 Voluntary in-service training in the first years of job occupation

(Please tick if available)

3. Parameters for qualifying school heads (in case of existence)

- a) Volume/time/duration (in hours):

 b) Modules (number of, duration, title):

 c) organised / offered by: