

Structure of Country Reports

In order to achieve greater comparability of the country reports, agreement was reached on a range of questions asking for information according to the following structure. This structure formed the basis for the country reports.

1. Background – everyday reality versus political framework

What is the everyday reality in the political setting?

What are the main characteristics of the educational system and discourse relevant to school leadership (from the perspective of a school leader), e.g. number of dropouts?

2. Context

The national context

What is the actual focus in educational policies and in governance of schools?

What are the main determinants?

The local (regional or municipal) context

How are schools supported and governed?

3. School Leadership concepts and practices

What are important aspects of legal basis and rationale, legal status of staff and leaders?

The focus on teaching and learning

Which are the instruments of learning-centred leadership, e.g. school programmes, empowering teachers, staff development?

To what extent do organisational structures determine behaviour?

Structures that change behaviour, e.g. forms of learning like teamwork, projects, integrated learning; rituals for meetings/conferences, in-service training, cooperation with parents, external institutions.

Restructuring and re-culturing school organisations

How is leadership supported or distributed?

How are shared values and norms being developed and quality fostered?

Establishing and negotiating the direction of school development

What is the school's relation (legitimation) to the local community, the wider public and school authorities?

How does the school leader translate external expectations to the staff in setting the direction?

Are partnerships being developed with other organisations in the local community?

System leadership and cooperation in networks

Do networking and regional cooperation with schools and other educational institutions support learning-centred leadership?

Examples of good practice / success stories

Illustrate successful leadership and/or leadership concept.

4. Recruiting and educating school leaders

What type of applicant is successful?

Who pays for qualification?

Do aspirants get a leave for courses?

Which competencies and professional skills are considered to be crucial?

What does the system do to recruit leaders?

Examples of job advertisements for leaders

Attractiveness of school leadership

Are school leaders rewarded by adequate salaries and social status?

Salaries of school leaders in relation to teachers' salaries.

National structures of pre-service, induction and in-service education of school leaders

Who is responsible for teacher training?

What are the main areas of pre- and in-service education?

Coaching and other forms of support

What support structure is available and which options are effectively used?

5. Challenges, areas of innovation and underlying evidence