

# School Leadership – International Perspectives

Editor

Stephan Gerhard Huber

*Institute for Management and Economics of Education (IBB),  
University of Teacher Education Central Switzerland  
(PHZ) Zug, Zug, Switzerland*

Co-editors

Rc Saravanabhavan

*Howard University, Washington, USA*

Sigrid Hader-Popp

*Gymnasium Herzogenaurach, Germany*

 Springer

*Editor*

Professor Stephan Gerhard Huber  
Institute for Management and Economics  
of Education (IBB)  
University of Teacher Education Central  
Switzerland (PHZ) Zug  
Zugerbergstrasse 3  
CH-6300 Zug  
Switzerland  
Stephan.Huber@phz.ch

ISBN 978-90-481-3500-4                      e-ISBN 978-90-481-3501-1  
DOI 10.1007/978-90-481-3501-1  
Springer Dordrecht Heidelberg London New York

Library of Congress Control Number: 2009939501

© Springer Science+Business Media B.V. 2010

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work.

Printed on acid-free paper

Springer is part of Springer Science+Business Media ([www.springer.com](http://www.springer.com))

# STUDIES IN EDUCATIONAL LEADERSHIP

---

## VOLUME 10

---

### *Series Editor*

Kenneth Leithwood, OISE, University of Toronto, Canada

### *Editorial Board*

Christopher Day, University of Nottingham, United Kingdom  
Stephen Jacobson, Graduate School of Education, Buffalo, U.S.A.  
Bill Mulford, University of Tasmania, Hobart, Australia  
Peter Slegers, University of Nijmegen, The Netherlands

## SCOPE OF THE SERIES

Leadership we know makes all the difference in success or failures of organizations. This series will bring together in a highly readable way the most recent insights in successful leadership. Emphasis will be placed on research focused on pre-collegiate educational organizations. Volumes should address issues related to leadership at all levels of the educational system and be written in a style accessible to scholars, educational practitioners and policy makers throughout the world.

The volumes – monographs and edited volumes – should represent work from different parts in the world.

For further volumes:  
<http://www.springer.com/series/6543>

## Chapter 12

# Preparing School Leaders – International Approaches in Leadership Development

Stephan Gerhard Huber

**Abstract** In view of the ever-increasing responsibilities of school leaders for ensuring the quality of schools, school leadership development has recently become one of the central concerns of educational policy. Based on data from an international study of school leadership development, an overview of international efforts to develop school leadership is given and international trends in school leadership preparation are identified and discussed, e.g. central quality assurance and decentralised provision; new forms of cooperation and partnership, preparatory qualification; extensive and comprehensive programs; multi-phase designs and modularisation; the communicative and cooperative shift; from administration and maintenance to leadership, change and continuous improvement; qualifying teams and developing the leadership capacity of schools; needs, experience and application orientation; new ways of learning; adjusting the program to explicit aims and objectives; new paradigms of leadership; orientation towards the school's core purpose. In addition, this gives a conclusion and provides recommendations for designing and conducting training and development programmes.

In view of the ever-increasing responsibilities of school leaders for ensuring and enhancing the quality of schools, school leadership has recently become one of the central concerns of educational policy makers. In many countries, the development of school leaders is high on the agenda of politicians of different political wings. At the beginning of the new century, there seems to be a broad international agreement about the need for school leaders to have the capacities required to improve teaching, learning and pupils' development and achievement. Looking more carefully, however, it is apparent that a number of countries have engaged more rigorously in this issue than others. While in some countries discussions of school leader development are mainly rhetoric, elsewhere concrete steps have been taken to provide significant

---

S.G. Huber (✉)

Institute for the Management and Economics of Education (IBB), University of Teacher Education  
Central Switzerland (PHZ) Zug  
e-mail: stephan.huber@phz.ch

development opportunities for school leaders. Hence, a closer examination of school leadership development opportunities in different countries is instructive.

The analysis in this chapter, draws on data from an international study of school leadership development programs (see Huber, 2004a). This project on school leadership development was based on analysing, comparing and discussing programs of 15 countries in Europe, Asia, Australia/New Zealand, and North America. The surveys the development models for school leaders in those countries. It describes international patterns in school leadership development and provides recommendations based on current trends. A broad variety of school leadership development approaches and models became apparent from this project. Second, the analysis is based on our experiences in developing program designs and in implementing training and development opportunities.

## International Approaches

Table 12.1 summarises school leadership development models in 15 countries. It is meant to provide an accessible overview of predominant approaches in use across Europe, Asia, Australia, and North America.

**Table 12.1** Overview of current approaches to develop school leaders

---

Europe

---

### **Denmark**

Optional offers made by municipalities, universities and private suppliers without any central framework or delivery system

### **Sweden**

A national preparatory program offered by universities through a basic course plus additional offers by the municipalities

### **England and Wales**

A centrally organised program delivered by regional training centres; combines assessment and training with a competency-based and standards-driven approach; the program is embedded in a three-phase training model

### **France**

A mandatory, centrally designed, intensive, full-time, half-year preparation program with internship attachment for candidates who have successfully passed a competitive selection process; completion guarantees a leadership position on probation (during which further participation in training is required)

### **The Netherlands**

A broad variety of different optional preparatory and continuous development programs by different providers (e.g. universities, advisory boards, school leadership associations) in an education market characterised by 'diversity and choice'

### **Germany**

Courses conducted by the state-run teacher training institute of the respective state, mostly after appointment; differs from state to state in terms of contents, methods, duration, structure and extent of obligation

---

**Table 12.1** (continued)

---

**Europe**

---

**Austria**

Mandatory centrally designed, modularised courses post-appointment; delivered by the educational institute of each state; required for continued employment after 4 years

**Switzerland**

Quasi-mandatory, canton-based, modularised programs offered post-appointment; delivered by the respective provider of the canton, most often the teacher training institute, wherein the aim is nationwide accreditation (national standards are currently being developed)

**South Tyrol, Italy**

A mandatory program for serving school leaders to reach another salary level as becoming 'Diricente'; delivered by a government-selected provider that combines central, regional and small group events with coaching attachment

---

**Asia**

---

**Singapore**

A mandatory, centrally controlled, preparatory, 9-month, full-time program provided through a university; comprised of seminar modules and school attachments

**Hong Kong, China**

A centrally designed, mandatory, 9-day, content-based induction course immediately after taking over the leadership position

---

**Australasia**

---

**New South Wales, Australia**

An optional, modularised, three-phase program offered by the Department for Education; centrally designed, yet conducted decentralised via regional groups; besides there are offers by independent providers

**New Zealand**

A variety of programs with variation in contents, methods and quality; conducted by independent providers, but also by institutes linked to universities; no state guidelines, standards or conditions for licensure

---

**North America**

---

**Ontario, Canada**

Mandatory, preparatory, university-based, 1-year, part-time program delivered through several accredited universities following a framework given by the 'College of Teachers' (the self-regulatory body of the profession)

**USA:****Washington****New Jersey****California**

Mandatory, intensive, preparatory, 1-year, university programs that include extensive internship attachments; programs use a broad variety of instructional methods

---

In spite of differences in cultural and institutional traditions, the study's findings underpin a number of international patterns or tendencies in school leadership development seen from a global perspective. While some of them may be viewed as differences in emphasis, others may be so significant as they can be seen as

representing paradigm shifts. The largest differences are evident in those countries with longer experiences in school leadership development and school leadership research. In the following sections, these trends will be explored (for a full account, see Huber, 2004a).

## **International Trends**

In spite of differences in cultural and institutional traditions, there are common tendencies and trends throughout these countries. Current trends and paradigm shifts in qualifying school leaders include the following:

- Central quality assurance and decentralised provision
- New forms of cooperation and partnership
- Dovetailing theory and practice
- Preparatory qualification
- Extensive and comprehensive programs
- Multi-phase designs and modularisation
- Personal development instead of training for a role
- The communicative and cooperative shift
- From administration and maintenance to leadership, change and continuous improvement
- Qualifying teams and developing the leadership capacity of schools
- From knowledge acquisition to creation and development of knowledge
- Experience and application orientation
- New ways of learning: workshops and the workplace
- Adjusting the program to explicit aims and objectives
- New paradigms of leadership
- Orientation towards the school's core purpose

## **Central Quality Assurance and Decentralised Provision of Programs**

Regarding the provider or the mode of providing development opportunities, two major tendencies become apparent when comparing the historical development in the countries. On the one hand, the development of new, qualifying programs and suitable quality control measures are being more and more centrally implemented or handed over to a central (super-ordinate) institution. On the other hand, numerous decentralised providers, that are meant to meet local and regional needs, are then responsible for actually conducting the programs.

Centrally issued guidelines and standards are apt to provide fundamental quality assurance. Other instruments used for quality assurance include the accreditation of local providers and centralised participant certification. This provides teachers

**Table 12.2** Centralisation and decentralisation of school systems and school leader development

		Approach to school leader development	
		Predominantly centralised or using standards or guidelines	Entrepreneurial
Level of central control over school management	Predominantly centralised	A France; South Tyrol; Austria; Germany; Hong Kong; Singapore	B
	Substantially devolved	C Ontario, Canada; USA*; NSW, Australia; Sweden; England and Wales; Switzerland	D Denmark; Netherlands; USA*; New Zealand

*\*Double listing is due to differences in the approaches of the different states*

intending to qualify for a leadership position with certain advantages. They can choose from a variety of providers and, at the same time, expect certain uniform basic standards. This, in turn, ensures a certain quality connected with the program and the acceptance of the degree or credential obtained by the government and the educational authorities or the respective employing committees. In addition to the state taking on the major role in certifying school leaders, an accreditation by the professional associations seems to be valued by the participants.

Since the central guidelines do not account for all the details of the programs, adequate freedom in developing the actual design of programs is left to the local providers. This results in increasing flexibility towards the participants' needs and provides better opportunities for cooperation with the local school authorities and the individual schools.

## **New Forms of Cooperation and Partnership**

New arrangements concerning partnerships in numerous countries can be viewed as the second trend. These arrangements were created to conceive, implement, supervise, and evaluate school leader development programs. The most striking feature of this development, however, is the fact that representatives of the recruiting committees (either state or local), of the colleges of education at the universities, and more



and more representatives of the profession itself (predominantly from professional organisations, but also from local schools) are now included as well.

It becomes apparent that much of the coherence that characterises the new programs in these countries is due to this cooperation. These groups contribute a variety of perspectives concerning the essential content of the programs, the teaching strategies and learning methods, and the organisational and chronological conception of the programs; that is to say, their conception on a macro- and micro-didactic level.

It is the cooperation of these groups, especially in collaboration with universities, school boards and particular schools within the region, which supports field-based projects and school internships and enables the implementation of innovative approaches for adult learners.

These partnerships have also contributed to the creation of a pool of highly qualified and accredited or certified trainers in some countries. This, too, is important, since the credibility, the currency, and the current knowledge of trainers have been a matter of debate in several countries in the past, and the preparation of trainers is likely to become an increasingly important issue in the future.

## **Dovetailing Theory and Practice**

Partnerships like these have also contributed to the next trend: the increasing combination of the theoretical and practical aspects of school leadership development, which is an important task that is difficult to achieve. It might sound axiomatically that theory has to be made accessible through practice and vice versa. Seemingly, it has never been easy to achieve both at the same time. In many of the countries investigated, it was perceived that either development programs emphasising theory were developed from those focusing on a more practical approach or that courses evolved from being theoretically oriented to experiences for practitioners by practitioners. Both models therefore seem to suffer from one-sidedness and do not seem to be attracting participants or leading to the expected increase in knowledge, understanding, skills and abilities. Only a more balanced model leads to participant satisfaction and is a suitable method to meet the participants' needs. It is thus safe to assume – although this aspect has not yet been investigated sufficiently – that dovetailing theoretical and practical aspects is essential for designing effective development programs which aim at changes in the participants' behaviours and dispositions through the process of teaching and acquiring knowledge. Admittedly, school leaders themselves seem to prefer what they refer to as practical experience and, at times, regard theoretically and academically oriented topics as less useful. It can be seen (see West et al., 2000), however, that they find it much easier to deduce general knowledge from their experiences and to use effective strategies when they have a theoretical conceptual framework that underpins their decisions and actions.

Theory and practical experiences are interdependent and therefore have to be developed together. The partnerships indicated above appear to be a suitable starting

point, since research is conducted alongside the development programs and can affect the development concepts. Hence, research-based training concepts are implemented. This connection requires partnerships between the individuals working at schools and those who research and study schools. This will more effectively link the work carried out in both areas. Mutual respect and collaboration between both groups are essential for this to occur.

## Preparatory Qualification

Another shift observed in the international comparison concerns the target group and when training and development takes place. Many of the countries included in the study offer pre-service preparation, that is training scheduled before taking over a position of school leadership, instead of relying solely on in-service induction, that is training once one has been appointed to a leadership position.

In the countries that have mandatory preparatory qualifications, participation in the program is an important selection criterion for future employment as a school leader. However, successful completion of a preparation program does not automatically guarantee employment in a leadership position. In countries where preparation programs are optional, there is a growing tendency among employing bodies towards expecting some preparation for the position or requiring applicants to complete in-service training immediately after appointment but before taking over the leadership position. This tendency is certainly matched by an increasing understanding of the central importance of school leadership for effective schools.

Additionally, pre-service training offers the chance of self-evaluation and of assessing one's own interests and strengths. As a kind of orientation process, it may help to decide on one's next career stage more consciously. Participants who may not achieve a leadership position at the end of the program are then looked upon as resources for professional development and change agents in their schools and may be involved in both leadership and management activities, especially as shared or distributed forms of leadership and management becomes inevitable.

More and more countries are thinking about offering preparatory courses in addition to their already existing induction programs as they move away from the concept that the school leader is nothing more than a teacher with a few extra responsibilities, a position which is associated with the phrase '*primus inter pares*'. This mirrors a prevailing view of 'school leadership' as a profession in its own right that requires a shift of perspective in the knowledge, skills and dispositions that school leaders need.

In many countries, school leaders must meet centralised qualifications and have preparatory training, as a *conditio sine qua non*. This may be regarded as a kind of paradigm shift in the view of school leadership and leadership development because it supports an increased recognition for the importance of specific (and often extended) training and its central part in adequately qualifying candidates for their new leadership role.

**Table 12.3** Timing in participants' career and nature of participation

	Preparatory	Induction
Mandatory	A Ontario, Canada; USA; France; Singapore	B Germany*; Austria; Switzerland*; South Tyrol; Hong Kong
Optional	C England and Wales; Netherlands; NSW, Australia; New Zealand	D Denmark; Sweden; Germany*; Switzerland*

*\*Double listing due to differences in the approaches of the German 'Laender' or Swiss 'Kantone'*

In countries that have mandatory preparation (see Table 12.3, cell A), taking part in the program is an important selection criterion for future employment as a school leader. For example, France has a unique interrelation of selection, training and appointment. Here, successful completion of the competitive 'Concours' makes it possible to participate in the state-financed training. The state training is a precondition for employment in a leadership position. Subsequently, retaining one's post as a school leader depends on having successfully completed the second phase of qualification, the 'Formation d'Accompagnement'. In Singapore, the government has mandated specific career regulations. It is only possible to obtain a leadership post after taking part in state-financed, full-time training. This is offered through a single institution. The situation of teachers aspiring to school leadership in North America is less certain. Preparation is a precondition for application. However, successful completion of a preparation program and subsequent certification does not automatically guarantee employment in a leadership position.

In countries where preparation programs are optional (see cell C), there is a tendency among employing bodies towards expecting some preparation for the position. An alternative trend finds the provision of in-service training immediately after appointment and before taking over the leadership position. This is the case in Hong Kong or in some states in Germany.

What are the arguments in favour of preparatory qualification? First a preparatory training and development is supposed to respond best to the relevance of school leadership. On the one hand, the key role of school leaders is increasingly accepted internationally. On the other hand, pressure has increased on policymakers to ensure that the occupants of these positions can fulfil system expectations. Second, adequate preparation may reduce the 'practice shock' experienced by new entrants to the role. Particularly if pre-service learning and reflection is combined with practical experiences at school, new school leaders get the chance to develop a new perspective when changing from 'teaching' to 'management'. Third, pre-service training offers the chance of assessing one's own interests and strengths. This may help

leaders to make career decision more consciously. Fourth, international experiences indicate that the provision of pre-service preparation may stimulate the number of women applicants to educational leadership positions. Women may be more self-critical and may also be less connected to influence networks that are related to employment decisions. Obviously, development opportunities are helpful in this case. Fifth, experience shows that participants who do not obtain a leadership position may still enrich the leadership resources of their schools. Sixth, the assumption that ‘on-the-job-training’ alone is the most effective and efficient one has not been adequately empirically validated. In this context, a cost–benefit analysis – in terms of educational economy – would have to be complex and long term.

All of these arguments clearly favour orientation and preparation opportunities.<sup>1</sup> More and more countries are considering preparatory courses in addition to existing in-service programs. This reflects a movement away from the concept that the school leader is nothing more than a teacher with a few extra responsibilities.

Effective school leadership requires a demanding set of attitudes, attributes, skills, knowledge and understanding. A thorough training and development starting with appropriate preparation prior to assuming the position has been recognised as undoubtedly vital. This may be regarded as a kind of paradigm shift in the view of school leadership and leadership development.

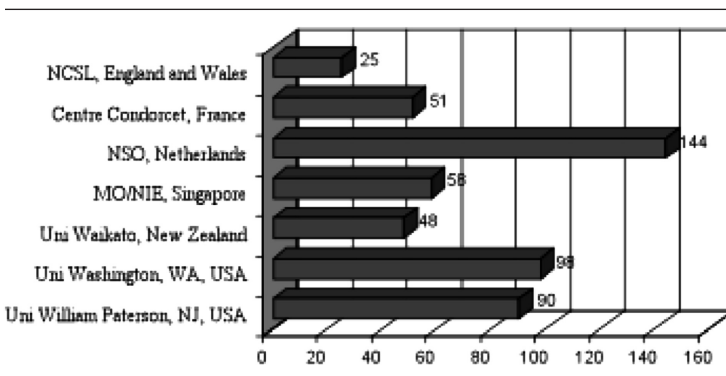
## **Extensive and Comprehensive Programs**

This tendency to regard school leadership as a profession in its own right has implications for the depth and breadth of training and development programs. This comparison indicates a significant tendency towards more extensive training programs that are then able to explore many of the challenges connected to this new leadership role and its responsibilities.

Many of the countries that have, in recent years, gained more experience in the field of school leadership development originally started with short courses of a very practical nature. These courses often focused on fairly limited areas of interest and were designed to provide answers rather than encourage reflection and development. The programs were then extended so that the courses might add up to a more comprehensive package, supported by a theoretical framework. These training and development opportunities have become quite extensive. Examples can be found in North America as well as in Europe, Asia, Australia and New Zealand. Since the extensive set of required activities is usually preparatory and often takes

---

<sup>1</sup>Even more extensive are approaches to make orientation elements for leadership part of initial teacher training in order to identify and foster potential for leadership at the earliest possible stage. This has been done recently by the Australian State of Victoria. In Sweden, there is a project that offers enrolment in a school management course during initial teacher training, and in Canada, too, long-term promotion is intended by a portfolio system.

**Table 12.4** Length of school leader preparation programs (contact time)

place before one applies for or before assuming positions of leadership responsibility, it is safe to state that the relevance of school leadership for the effectiveness and improvement of schools has been realised in many countries in the last years.

While Table 12.4 indicates only the number of course days, the real demands on the time of the participants is apparent when we consider that beyond ‘contact time’ there is other time committed to preparation. This includes individual study time for readings and writing assignments, but also time for internships or school-based projects and the documentation of one’s progress and reflection as by writing a ‘learning journal’.

For example, at the University of Washington, preparation requires 39 credit hours (assuming 15-week semesters) and an additional 720 internship hours (i.e. 16 hours per week). The program of the Nederlandse School voor Onderwijs management is comprised of four semesters with around 350 working hours for each semester. This includes for each semester 20 hours for seminars, 175 hours for training sessions, up to 20 hours for consultation sessions, further time for literature studies, and 140 hours for internships in the first three semesters, and time for a written assignment in the fourth semester. The University of Waikato offers a program comprised of 24 credit hours (assuming 12-week semesters). In addition there are 1.600 hours assumed by the provider for individual studies, participation in an email forum and for conducting school-based projects.

In summary, there is a clear trend towards requiring an extensive set of quite time-consuming preparatory activities prior to assuming positions of leadership responsibility in schools across the countries included in this study.

## Multi-phase Designs and Modularisation

The international comparison shows that there is a tendency to move away from the idea that adequate preparation and development could be completed in a specific time frame using a standardised program. Instead, school leadership development is more and more regarded as a continuous, life-long process linked

to the career cycle and to specific needs of the leader and the needs of her or his school.

This continuous process could be divided – ideally speaking – into the following phases:

1. A continuous development phase for teachers: this provides training and development for teachers in the fields of school effectiveness, school improvement and school leadership.
2. An orientation phase: this provides the opportunity for teachers interested in leadership positions to reflect on the role of a school leader in respect to their own abilities and expectations.
3. A preparation phase: this occurs prior to taking over a school leadership position or even before applying for it.
4. An induction phase: after taking over a leadership position, development opportunities are provided to support the school leader in his or her new position.
5. A continuous professional development phase: this provides various training and development opportunities for established school leaders, best tailored to their individual needs and those of their schools.
6. A reflective phase: this provides the opportunity for experienced school leaders to continue to grow introspectively by being involved in development programs for others as coaches and to gain new experiences through learning by teaching, supplemental train-the-trainer-programs, and the exchange with the younger colleagues who participate in the programs.

Additionally, a ‘reflective phase’ might have a twofold effect, for themselves and for others. Experienced school leaders continue to grow introspectively by being involved in development programs for others as a coach. This phase would be supported through methods like ‘learning by teaching’ and through supplemental ‘train-the-trainer-programs’.

Although it may be erroneous to state that this ideal model has currently been realised in some countries, tendencies towards developing in this direction are emerging. Instead of a standardised program for all participants that intends to ‘teach’ all the required competences at once, more and more countries provide professional development through multi-phase designs. These phases are, ideally, based on a coherent conceptual model.

It can also be observed internationally that programs become increasingly modularised. These modules tend to be organised according to individual needs that become evident during different stages of the school leader’s career, but also to the needs of the school she or he is in charge of. For the modules, there is no mandatory sequence for completion. Moreover, the individual school leaders may well rely on these modules for support during crucial phases of their careers. These modules will be ‘collected’ and archived in a kind of personal portfolio.

**Table 12.5** Phased models of school leadership development

	Orientation	Preparation	Induction	Continuous Development
One size for all On-the-job				
One size for all Multi-phase				
Multi-phase and Modularized				

### Personal Development Instead of Training for a Role

As the role of school leaders is becoming more and more complex, it becomes more and more evident that it is no longer sufficient to train potential candidates or school leaders for a fixed role, whose model may be quickly outdated. Instead, aspiring school leaders must develop a vision within the context of their school and adapt their role and responsibilities to that context. To achieve successful adaptive leadership, the programs of some countries include components such as personal vision, personal and professional development, development of fundamental values and of one’s ability to reflect, time and self management, developing mental models of the organisational structure, and activities in the school that mirror good leadership activities. Moreover, day-to-day school or internship experiences have become reflective activities that result in constant re-conceptualisation.

As far as qualifications are concerned, the emphasis has shifted from focusing on a specific role to a broader one that concentrates on personal learning and individual needs in the areas of knowledge, dispositions, and performances that would be useful in a more complex environment. Often, training for a management position has been replaced by offering professional development opportunities for one’s leadership style. Then, it is the personality of the (aspiring) school leader that becomes the focal point of the program.

### The Communicative and Cooperative Shift

In spite of the increasing stress on school leaders due to the complexity of the role – particularly in countries with more devolved systems – school leadership programs are not preoccupied with administrative topics. On the contrary, the overall focus of

school leadership programs is no longer on administrative and legal topics as it used to be in earlier programs, but has shifted to topics that focus on communication and cooperation.

The image of school leaders as experts in administration has shifted to school leaders as experts in communication and cooperation. This trend has become another international paradigm shift. Topics such as communication, motivation, collaboration, collegiality, and cooperation are essential parts of all programs. Internationally, there is the recognition that understanding and effectively using these topics is essential to become a successful school leader.

Communication and cooperation as essential components in leadership development programs also play an important role as far as the methods applied in those programs are concerned. Realising that learning processes that take place in groups provide participants with better opportunities for experiential learning, more programs are moving in the direction of small and large group interaction. The aim then becomes one of creating reflective practitioners and this will intensify the teaching-learning experiences. In addition to traditional seminars, 'collegial learning' – learning together with other colleagues – is being realised through a variety of strategies including peer-assisted learning, peer coaching, critical partnerships, acquiring knowledge from experienced peers by shadowing or through mentoring programs or collegial networks that were created (for example, as a result of experiences from the cohorts that existed during other training programs). When one uses these strategies, learning evolves through mutual reflection and problem-solving processes; it is about learning with and from colleagues.

## **From Administration and Maintenance to Leadership, Change and Continuous Improvement**

Throughout the countries that were involved in this study, an important paradigm shift has occurred: from a focus on managing schools with an emphasis on maintenance, to a focus on leading and improving schools. The aim is no longer to make the organisation function within a static or fixed framework, but it is considered essential that programs adequately respond to the challenges created by social, cultural and economic changes. Schools are no longer static organisations, but must be considered learning organisations, each with their unique culture. Therefore, leading a school no longer means simply maintaining the status quo, but, above all, developing a changing learning organisation. Consequently, what is worthwhile has to be sustained and, at the same time, necessary changes have to be made, and after being successfully implemented, they have to be institutionalised.

This paradigm shift can be identified in the lists of themes that are in the courses of many school leadership development programs. They take into account that school leaders must be educational leaders and that is about initiating, supporting and sustaining substantive and lasting change as well as continuous improvement in schools for the benefit of pupils. The focus is then on a collaborative and collegial style of leadership.



## **Qualifying Teams and Developing the Leadership Capacity of Schools**

One trend in development programs for school leaders is particularly interesting: attempts are made at linking one's qualification and development more directly to the improvement of individual schools. School leader development programs then become a means of school improvement. They intend to affect and impact directly on everyday activities at school.

Training and development providers, therefore, try to attract more and more teacher leaders to some of the preparation programs, thus broadening the target group. Rather than simply attracting aspiring school leaders, teachers who want to enhance their leadership competences are admitted to these programs. These applicants may not plan to apply for a school leadership position, but may be interested in other school-level leadership positions such as department head or head of year.

If school improvement is the explicit goal, whole school leadership teams or teams of staff members may participate in these programs, and this may sometimes include parental and community representatives. While the trend towards team-based training is only apparent in a few programs, an increasing number of providers indicate that they intend to focus on developing leadership teams in addition to focusing on school improvement. They believe that this approach is necessary in order to develop stronger leadership and enhance the leadership capacities within schools.

This shift in focus to enhancing the leadership capacity of the school (rather than qualifying 'just' one individual person) implies that the professional development activities no longer take place solely in an institute away from the school site, but at the individual school itself, where school improvement processes are initiated and implemented. Programs then are much more focused on content-specific topics that are generated at the individual school level.

## **From Knowledge Acquisition to Creation and Development of Knowledge**

In many development programs, two conceptual considerations appear to be taken into account. First, at a time when swift changes in many areas, including education, are coupled with a worldwide explosion of information, it would not be sufficient to simply increase the quantity of declarative knowledge that aspiring school leaders must learn. The development programs must prepare the aspiring school leaders for new knowledge as information continues to expand. This is a shift away from imparting a seemingly fixed knowledge base towards the development of procedural and conditional knowledge. The notion of 'acquiring' knowledge will be replaced by the concept of 'developing' or 'creating' knowledge through information management. Participants should enhance their ability to learn and to question traditional thinking patterns and cognitive processes. They should acquire

skills to be proactive in complex work environments. How to learn and to process information are therefore increasingly emphasised.

Second, in general there is consensus among the providers and the participants that the teaching strategies used in development programs have to meet the needs of adult learners. Hence, fundamental andragogic principles must be taken into account: while children learn new things, adult learning usually supplements what has been already learned. Their individual experiences always have a subliminal influence on the new information and, at the same time, represent the foundation upon which something new can be learned. Consequently, development programs increasingly create learning environments that offer the opportunity of deliberately linking and embedding new information in previous experiences. The reality and the experiences of the participants, their needs and problems, become the starting point as well as the point of reference for the selection of contents and learning methods that are used in these programs. The knowledge gained during the development programs should be directly transferable to the specific working environment of the participants. Therefore, knowledge cannot simply be imparted but it has to be created and developed.

## **Experience and Application Orientation**

In the programs studied, there is a clear tendency towards experience-oriented and application-oriented learning. A shift away from purely practice-driven or from purely theory-driven learning towards practice-with-reflection-oriented learning became evident in many programs. This becomes obvious as development models bring practical experiences from the schools into their programs. Case studies play a particularly important role in this context. Popular learning strategies including reflective practice such as learning journals, discussion groups, working with mental maps are linked to authentic school experiences.

## **New Ways of Learning: Workshops and the Workplace**

With the aim of providing some orientation towards the participants' needs, being relevant to actual field practice and to be able to transfer learning into the world of work, the participants are often placed in workshops in which they role play school situations within the context of carefully constructed cases. Learning becomes team focused as these role plays and case studies unfold. Problem-based learning is a concept employed by many programs, although notably by those in North America.

Going one step further to bring theory to practice, genuine, authentic cases are taken from everyday school life. Thus, the cases are grounded more concretely and authentically in school situations. Many providers reported that real-life case studies are used more widely than before.

**Table 12.6** Emphasis of learning opportunities within school leader development programs<sup>2</sup>

Experience-Based Learning		Course-Based Learning	
centred around experiential methods	extensive internships	mixed model	centred around courses
	France; Singapore; Washington	NSO, Netherlands; New Jersey; Ontario, Canada; England and Wales	Germany; Hong Kong

An increasingly high number of development programs take another step, leaving the workshop model and going into the actual workplace, using school as clinical faculty. For the participants of predominantly pre-service school leadership preparation programs, internships at one or several schools are organised within the preparation programs. They 'shadow' the principal or head of school, assist, or take on leadership tasks, and carry out school-wide projects independently. Here, the school leaders at the intern's school function as mentors or supervisors.

Project work and/or internships are included, for example, in the National Professional Qualification for Headship in England and Wales, in the Management-organisatieopleidingen of the Nederlandse School voor Onderwijs management, in the Master program in Educational Leadership at the William Paterson University of New Jersey, in the Principal's Qualification Program in Ontario, and particularly extensive in the central program in France, in the Diploma in Educational Administration in Singapore, and in the Danforth Educational Leadership Program at the University of Washington. However, countries which still favour more or less an approach to leadership development which is centred around courses also indicate that certain modifications are under consideration.

Hence, it is obvious that in many countries there is a shift from solely course-based learning towards experience-based learning in development programs. Increasingly, programs are centred around experiential methods.

<sup>2</sup> It has not been taken into account whether the offers are made to teachers aspiring to leadership or to school leaders newly appointed and in position. Besides, the different emphasis could be viewed in reference to the total amount or length of training available, since offering experiential learning opportunities inevitably means expanding the programme accordingly.

## **Adjusting the Program to Explicit Aims and Objectives**

It becomes increasingly obvious that the process of developing school leaders is becoming more professional. This also includes explicitly stating the program's aims that aspiring leaders must achieve. Until now, programs were not necessarily developed with explicit goals or objectives, especially in the early stages of their development. Instead, generalised statements like 'school leader development aims at developing school leaders', were used. Content-wise, however, the aims postulated differ greatly at a higher level of explicitness. They can be classified according to their main focus: those with an explicit functional orientation and/or task orientation, those which are distinctly competence oriented or cognitions oriented, those with a definite orientation towards school improvement and some which are clearly vision or value oriented (Huber, 2004b).

As new concepts of leadership and schools emerge, based on the values of society, they begin more and more to impact on the programs.

## **New Paradigms of Leadership**

Preparation programs reflect more and more the new concepts of leadership. The school leader is often called the educational leader, an instructional leader or a visionary leader, and schools are no longer seen predominantly as static systems in which the existing structures have to be managed. Concepts like 'transformational leadership' are increasingly being advocated. Transformational leaders regard schools as culturally independent organisms, which have to continue to evolve. Hence, transformational leaders attempt to actively influence the school's culture so that it values collegiality, collaboration, cooperation, cohesion and self-reliant learning and working. They are not only expected to manage structures and tasks, but to focus on establishing relationships with and within the staff and make an effort to influence their thinking towards a common vision and commitment. The application of this definition of leadership appears to be particularly successful in school development processes.

If schools are considered learning organisations, this implies the stakeholders are empowered and collaboratively work together. Leadership is no longer hierarchical and dependent upon one person, but is shared and empowers others as viable partners in leadership. The previous separation between leaders and followers, as well as between the teachers and learners, begin to blur. A new concept emerges, called 'post-transformational'. Another concept that emerged in the study is 'integral leadership'. It aims at overcoming the classical division of management and leadership and emphasises an integrating perspective focused on the overall aims of the school.

## ***Orientation Towards the School's Core Purpose***

Another trend that emerged seems particularly interesting: New concepts of schools are embedded in the programs. Schools are now seen as learning, problem-solving,

creative, self-renewing, or self-managing organisations. This has an impact on the role of school leaders, and, on how training and development programs have been designed.

The schools' core purpose, namely teaching and learning, and the specific aims of schools within society today and in the future have increasingly become the starting point for designing school leadership development programs. These reflections on the school, its role and function, and – derived from this – on successful leadership have definitely influenced development programs in more and more countries. The principle that 'school has to be a model of what it teaches and preaches' (see Rosenbusch, 1997) has become the implicit foundation of some leadership development programs.

The development models strive to create the vision of the school leader as educational leader whose focus is on improving the schools' teaching and learning processes and outcomes. Focusing on the school's primary goal is not only a reasonable means of guiding the school leaders' decisions, but also becomes a criterion for reflective inquiry into their ways of thinking and behaving.

## Conclusion

A comparison of school leader development programs gives a dominant impression of global approaches and shifts. What can be clearly stated about school leader development from this international perspective is that there have been many changes during the last years in many countries. In other countries, this process has just started. School leadership and leadership development is high on the agenda of educational policy makers.

Obviously, many of the countries that have enhanced their leadership development programs have increasingly focused on linking leadership development with school development. Developing the leadership competences of an individual is here seen as a component of building the leadership capacity of the whole school.

To sum up, we find two new avenues in preparing school leaders: first, new ways explore the development of training and development designs, quality assurance, and the overall organisation through the development of central institutions that are in charge or the setting up of standards and accreditation procedures for the providers. Second, new ways explore the implementation and carrying out of training and development programs based on new macro- and micro-didactic<sup>3</sup> considerations of instruction and learning settings with a focus on putting theory into practice and, vice versa, using experiences to develop subjective theories.

---

<sup>3</sup> Macro-didactic considerations are about defining the target group(s), the timing, the nature of participation, the professional validity, but also the pattern with the total number of training and development days, the time span, the scheduling, etc. Micro-didactic considerations are about the curriculum, the content, the teaching strategies, learning methods used, etc.

For successful training and development opportunities, it is necessary to link stakeholders and agents in the school system vertically and horizontally. The training needs to have a multi-level approach using this ‘vertical and horizontal linking’. It is about cooperation within the school and among schools, either position or theme oriented. It is about learning from and with colleagues, it is about professional learning communities within the whole school system. It is about developing a shared language, shared concepts and a shared culture. This approach is a vehicle for school development and has to be taken into account and mirrored by leadership training and development opportunities.

Bringing theory and practice together seems to become very important, too. The linkage is using a reflective learning approach. Reflection – also together with others (peers, seniors, experts) – plays an important part. Moreover, training and development have to be seen as a continuous process and need to be multi-phase oriented. Additionally, programs have to be context related (to the country, to society, to the school system, to the individual school, to the individual needs of the participants). Besides these premises, training and development opportunities should be needs oriented, practice oriented, application oriented, consequently, competence oriented.

Over all, school leadership and leadership development have no purpose in their own right, but serve a specific function. This function requires an orientation to the school’s core purpose, and hence, where needed, an adjustment of aims. In order to improve teaching and learning in schools, and, ultimately, the quality of education received by students, the central focus is on improving the conditions under which these processes will have the greatest possible impact. It would then make no sense if school leadership development did not focus on the specific role of school leaders in the school improvement process and did not try to equip the participants with the skills urgently needed.

Development programs for school leaders therefore require a multi-stage adjusting of aims. The first question would be: What are the essential aims of education? From these, the corresponding aims for schools and schooling in general can be derived: What is the purpose of school and what are the aims of the teaching and learning processes? Considering the perspective of the new field of ‘organisational education’, one should ask: How does the school organisation need to be designed and developed in order to create the best conditions possible so that the entire school becomes a deliberately designed, educationally meaningful environment? This would enable teaching and learning to take place as well as multi-faceted and holistic educational processes that would lead to achieving the school’s goals.

This leads to the essential concern of school leadership: What are the aims of school leadership regarding the school’s purpose and the individual context of each school? How do school leaders lead to reach those aims?

Therefore, the aims of school leader development programs should answer questions such as What is school and schooling about and what are leadership and management about? What is the core purpose, what should be the aims? What kind of training and development opportunities are therefore needed to prepare and support (aspiring) school leaders in adjusting their perspectives, conceptualising their role and function, developing the necessary competences and mastering the

manifold tasks within the individual school in order to provide conditions and support staff so that effective and efficient teaching and learning takes place for the sake of the pupils? This should be the essential or core goal for aligning and evaluating school leadership development programs.

Given the fact that school leadership is getting more and more complex and that the tasks but also the competences are too demanding for one person alone, shared, distributed or cooperative leadership seem to be solutions discussed internationally in the academic community but also increasingly in the profession itself. However, it may be stated that the conception of school leadership in training and development programs, even taken internationally, still is a rather narrow one. Perhaps there does need to be 'one supreme head' in each school. Maybe school leadership development programs are about finding and equipping such individuals. But perhaps there are other alternatives – collective leadership, the development of whole teams of staff, the re-conceptualisation of the school leader's role as simply one part in a team, a team made up of leaders who all need support, training, and development opportunities. It is this last issue that seems to us to challenge most forcibly the orthodoxy underpinning current provision and that offers the most interesting avenue of exploration for the future. Particularly in the last couple of years, we have been able to find that writings about shared, cooperative or distributed leadership concepts increase, more policy initiatives which promote these concepts are put in place and training institutes implicitly integrate and explicitly offer programs which foster these approaches. Although this has an impact on training and development programs for school leadership, it is still too little, quantitatively and qualitatively speaking.

If change is on the agenda of schools and school leaders, it is crucial to have a vision which gives them a direction.

Leaders (of any kind) need to know what goals and aims for real improvement are. What is needed is to have criteria to judge the overall leadership approach and the day-to-day decision making. This should be back-mapped against the core purpose of school, namely teaching and learning. As a solid base for what education aims at, in some of the programs an orientation towards a specific value-based attitude is intended. Thus, the understanding of leadership in this context includes moral and political dimensions.

Another remark should hint at the phenomenon across countries that less and less teachers are interested in leadership functions. Training and development opportunities can and have to take that into account, in terms of fostering potentials. Besides being an individual training measure and a school development initiative, they can also be a measure for personnel marketing. It is about attracting potential leaders to apply for school leadership positions. This can be achieved more easily if training and development programs are less position oriented than competence oriented. Hence, there may be training and development programs which are not school leader programs having a fixed set of competences in mind but school and school leadership development programs which try to enhance the development and leadership capacity of a school in particular and the school system in general. This, too, fits to the now newly discussed concepts of system leadership.

More and more relevant to policy, practice and research is the issue of the effectiveness and efficiency/efficacy of training and development programs. It is about the resources needed, the output and outcome, the benefits for the participants but also for the individual school organisation, and the school system in general. Whether school leadership development programs are successful is still not researched on sufficiently. The efficacy and effectiveness of programs is still a research desiderate.

On the basis of the international study in 15 countries worldwide as well as the comparative analysis and the discussion of the results, a number of basic principles could be deduced, which are essential for the qualification of school leaders. These could serve as recommendations or even as guidelines for the design and conception of future programs. They are listed here in a kind of catalogue that is not intended to be complete but tries to be open for supplementing. They are also meant to give an input that leads to new ideas and refinements. The following principles might also serve as standards which have to be considered by providers. Then, they could be the criteria for the accreditation of providers and programs or, in case of a certificate for quality assurance offered to the providers, serve as criteria for certification.

These recommendations include the following:

- Centralised guidelines for quality assurance combined with a decentralised implementation
- Suitable recruitment of teams of highly qualified trainers with appropriate backgrounds
- Selection of participants
- Clear and explicitly stated definition of aims, using the core purpose of school as a focus
- Alignment according to values and educational beliefs
- Development as a continuous process
- Importance of declarative and procedural knowledge
- Suitable balance between theory and practice
- Orientation towards the actual needs of the participants
- Active involvement of the participants
- Inspiring collegial learning and intensive collaboration
- Problem-based training in workshops
- Learning opportunities at the workplace
- Focus on the personal and professional development of the participants as well as on improving their schools
- Self-organised and reflective learning processes, supported by communication and information technology
- Academically grounded and authentic training material
- Presentations of learning results and self-evaluation of learning processes
- Certification of participants
- Conceptually established support for the actual transition



## **Centralised Guidelines for Quality Assurance Combined with a Decentralised Implementation**

The responsibility for designing the programs and for assuring their effectiveness should be shared by the profession itself and the state. More centralised forms of quality assurance (for example, by determining guidelines and standards, the accreditation of providers, the certification of participants) in combination with a decentralised implementation of the programs (together with corresponding possibilities of collaboration with school authorities and schools, etc.) appear to be suitable. The intensive collaboration with universities should guarantee reasonable academic foundation and support.

## **Suitable Recruitment of Teams of Highly Qualified Trainers with Appropriate Backgrounds**

Special consideration needs to be given to the suitable selection and recruitment of the instructors, facilitators, trainers, mentors, etc. They are ultimately those who implement the program's concepts, are in immediate contact with the participants and are responsible for the teaching and learning processes. Teams of trainers and instructors, which also include university faculty and representatives of the profession itself but also from the business world are especially suitable. They should not only design the implementation of the development program as a team but develop the concept and plan together as well. They should be highly qualified and experienced in their field, but also have an understanding of other areas so that an interdisciplinary, integrative approach can be implemented.

## **Selection of Participants**

Careful selection of participants is needed to find suitable candidates who meet the program's requirements and have a strong motivation to succeed as (aspiring) candidates for school leadership positions. Since the school officials or the Ministry for Education may pay the fees for the program either by offering scholarships for individual participants or by financing the entire program, these public entities should be given the opportunity to get actively involved with the selection of participants. Therefore, selection criteria have to be developed and agreed on collaboratively.

## **Clear and Explicitly Stated Definition of Aims, Using the Core Purpose of School as a Focus**

Development programs should begin with an explicit statement and a clear definition of their aims. Goals and objectives should be clearly established and the programs' curriculum as well as macro-didactic and micro-didactic considerations

should become an outgrowth of these aims. The goals should not be dominated by a set knowledge base that should be imparted to the participants, nor should that knowledge base be established as a result of external pressures. On the contrary, a concept of the purpose of school and schooling and the function of educational leadership within that context should be clear, that is to lead communities of children and adults in a way that teaching and learning processes are promoted, supported and genuine educational processes are realised. In the end, it is this goal of school and school leadership activities from which the goals and objectives for the development of school leaders should be derived.

### **Alignment According to Values and Educational Beliefs**

In a world of changing values and a broad range of different values, the development for educational leadership must not be subject to a positivistic management-oriented paradigm, but should be based on a value-centred paradigm. The participants should reflect upon their own values in general, and upon their educational values in particular. In the end, the individual should be able to develop rather than simply be made 'suitable' to fulfil a certain fixed school leadership role effectively. Besides, leadership must be made legitimate in society and above all to those who are 'led'. Power must be handled carefully, and the balance between influence and confidence has to be maintained. The main principles of education in schools have to be respected: maturity has to be encouraged when dealing with pupils, teachers, and parents, acceptance of oneself and of others has to be practised, autonomy has to be supported, and cooperation has to be realised. Development programs should be aligned to these beliefs.

### **Development as a Continuous Process**

The development of school leaders should be seen as a continuum, beginning with the initial teacher training, ongoing professional development for teachers, adequate orientation, preparation, and induction programs. For established school leaders continuous professional development should be provided, tailored to their individual needs and those of their schools. For experienced school leaders a reflective phase provides development opportunities through learning by teaching, supplemental train-the-trainer-programs, and the exchange with younger colleagues. This would lend itself to a multi-phase design.

### **Importance of Declarative and Procedural Knowledge**

In recent years of swift social, economic, cultural, technical, political, and educational-policy changes, along with experiencing increasing information overload, it would not be sufficient merely to enhance the quantity of (declarative)

knowledge that aspiring school leaders should know. The development program would rather have to prepare aspiring leaders for something that they or others do not know. Consequently, there must be a paradigm shift away from programs that impart a fixed body of knowledge and towards the development of procedural and conditional knowledge. The acquisition of important knowledge should be accompanied by the creation of knowledge and the effective management of information. The participants shall be supported to further develop their ability to understand cognitive processes and shall achieve what Giroux (1988) calls 'conceptual literacy'. Preparation programs must prepare aspiring school leaders to work in a complex, sometimes chaotic work environment.

## **Suitable Balance Between Theory and Practice**

The time structure and scheduling should take into consideration that learning in terms of changing behaviour and thought patterns is a process which should be supported by stimuli and information; a process, which, however, needs a lot of reflection and exchange, and which occurs over time. Therefore, development programs should have a good balance between theory and practice as far as both the content and the methods are concerned. Consequently, programs are designed which comprise a higher frequency of short events over a longer period of time.

## **Orientation Towards the Actual Needs of the Participants**

The starting point of any program should be the participants, their experiences, needs, views, problems, and maybe their own prejudices or bias about their view of leadership. The programs should be needs oriented. Here, the self-assessed needs of the participant (What do I need? Where do I feel unsure?), those assessed by others (Where are her or his weaknesses?) and the demands of the school she or he comes from (internal or external: What does the school need, Which competences are required?) may indeed be divergent. Different evaluations based on different levels of professional experiences, at different stages of the career cycle are essential. For a systematic evaluation of the qualification needed, a needs assessment might be helpful for the individual participant. Additionally, feedback should be given continuously to the participants about their individual performance. It is easier to realise a needs-oriented concept if programs are using a problem- and practice-oriented approach.

## **Active Involvement of the Participants**

Previous knowledge and previous experiences should be collected thoroughly and used systematically throughout the program. The participants should be provided with the opportunity to contribute actively to the planning and the design of the

program. Trainers and participants should collaborate and interact as much as possible. During the entire program, and throughout all its phases, the program should contain ample opportunities for trying new ideas and opportunities for collaborative reflection.

## **Inspiring Collegial Learning and Intensive Collaboration**

The participants should be given the opportunity to collaborate with colleagues and to learn with and from colleagues in various contexts such as peer-assisted learning, learning tandems or critical friends. Mutual participation in the tandem partner's school life can offer valuable insights. The formation of a professional network, which can outlive the duration of the development program, should be encouraged and supported. As a result collegial support and counselling for practising school leaders will become second nature.

## **Problem-Based Training in Workshops**

The teaching strategies and learning methods should be problem based and foster both individual learning and collaborative teamwork and learning. This is important for adult learners. Problem-oriented learning environments that offer complex tasks can be most effective. A learning context like this has the best chances to be authentic and congruent with the working context that the participants will find in their everyday school life.

## **Learning Opportunities at the Workplace**

In addition to the workshop, learning at the workplace is particularly useful. The practical applications of the development programs should be carefully considered. Internships supervised by mentors that also include opportunities to shadow practising school leaders, as well as active participation in leadership tasks, which cover as many aspects of school leadership activities throughout the term as possible, have proven particularly effective.

## **Focus on the Personal and Professional Development of the Participants as Well as on Improving Their Schools**

The development of the individual participants in terms of 'individual development' should be linked to 'school development'. Modules that match the personal development needs and, additionally those, which include the present needs and demands of the individual school, should be encouraged. Moreover, the development should

take place on site. Participants should have the opportunity to provide some input into the managing of the school and they should recognise the school itself as one of the essential places to learn school leadership skills. Therefore, it would be important to integrate other members of the school's staff into the program. This will result in the creation of school leadership teams in addition to the individual school leader. The respective school indeed has to benefit from this concept in order to attract its staff's support and to extent the leadership capacity of the school.

### **Self-Organised and Reflective Learning Processes, Supported by Communication and Information Technology**

The participants have to be the designers of the learning processes. As mentioned above, they should be partners in the program and be actively involved. This also means that they plan their own learning processes according to their particular needs. Moreover, the training and development programs should also support individual reflection processes through writing a learning journal, assignments, etc. Here, communication and information technologies play an important role. New forms of self-designed and interactive learning can be applied throughout the program by using CD-ROMs, email platforms, and web-based learning environments.

### **Academically Grounded and Authentic Training Material**

The materials used in development programs should be based on topics that focus on current topics in education. They should use authentic documents from current school leadership practice. Cooperation with university faculty seems suitable and necessary here as well. Carefully selected media will result in a broader variety of teaching strategies and learning methods.

### **Presentations of Learning Results and Self-Evaluation of Learning Processes**

The participants should present the results of their work to the cohort. Self-evaluating the learning achievements stimulates the participants own awareness of the teaching-learning experience. Objective, external feedback complements the evaluation processes and conveys a feeling of achievement. It should include both a summative and a formative feedback. The summative one gives a feedback about what has been achieved so far (i.e. is looking back), the formative one provides guidelines for further work (i.e. is looking ahead).

## Certification of Participants

Upon successfully graduating from the program, participants should be awarded a certificate. This will give them the opportunity to provide information to others about their level of qualification as well as document their experience in the program. Additionally, the committees or boards who recruit school leaders may use the certificate as a selection criterion.

## Conceptually Established Support for the Actual Transition

Different initiatives can be taken in order to sustain participants learning and development after ending the formal program. Examples of such initiatives could be follow-up events after a certain period of time, and establishing learning cohorts and networks of the participants, which remain in existence beyond the development program.

## References

- Giroux, H.A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Granby: Bergin & Garvey.
- Huber, S.G. (Ed.) (2004a). *Preparing School Leaders for the 21st Century*. In the Series *Context of Learning*. Edited by J. Chrispeels, B. Creemers, D. Reynolds & S. Stringfield. London/New York: Routledge Falmer.
- Huber, S.G. (2004b). School leadership and leadership development – adjusting leadership theories and development programs to values and the core purpose of school. *Journal of Educational Administration*, 42, (6), (pp. 669–684).
- West, M., Jackson, D., Harris, A. & Hopkins, D. (2000). Learning through leadership, leadership through learning. In: K.A. Riley & D. Seashore-Louis (Eds.). *Leadership for Change and School Reform*. (pp. 30–49). London: Routledge Falmer.