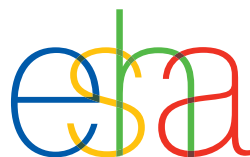




# esa magazine

June 2011

## Deputy Heads – an approach



European School  
Heads Association

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published eight times per school year. You are welcome to use articles from the magazine but we would appreciate it if you contacted the editor first.

## **Subscription**

The ESHA e-magazine is free of charge. You can register through the internet at [www.eshamagazine.org](http://www.eshamagazine.org)

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**Dear ESHA friends and members,**

Welcome to our new magazine and to a new academic year. ESHA wishes you all a fruitful year in your schools and colleges.

I am sure that this year will build on the successes of last year and indeed all together we will take ESHA from strength to strength. [WWW.ESHA.ORG](http://WWW.ESHA.ORG) is the url of the new ESHA website. The site is interactive and can be used by all readers.

There are our usual six main topics or working area's such as ICT in school, Workload of school leaders, Autonomy, Quality in education and Leadership, but there is more.

You can upload interesting videos, add comments and upload documents that are of interest for yourself and others. ESHA is the leading network for school leaders in Europe. Why put efforts in finding solution for your questions and problems if you can use the experience of 85.000 school leaders in Europe? You can also upload documents in your own language.

The ESHA board has decided that the ESHA magazine will be published 8 times a year, starting in October till May. The magazine will be bi-lingual; this means that articles can be published in your own language with an English translation or summary. In this way, also non English publishers and writers can use the magazine.

The ESHA board has also made the decision that we allow advertising in the Magazine, if you would like to do so, please contact Ellen de Jong (e.dejong@avs.nl)

I know that a lot of schools in Europe will have a long summer holiday. I wish all of you a well-deserved vacation and sunny weather and hope to see you all next year.

A handwritten signature in black ink, appearing to be 'E. de Jong', written over a faint, large oval shape.

GUEST COLUMN

BY ANTONELLO GIANNELLI,  
ANP, ITALY



# The Italian quest for a “new” pedagogical attitude in schools

Italian students have not proved to be very brilliant during all OCSE-PISA testing occasions. Despite such negative results of the Italian school system, little attention has been paid up to now by the Ministry of Education and the school community to the analysis of the situation and to finding an effective way to improve schools’ effectiveness.

A first step towards a better future can nonetheless be seen if we look at some recent changes decided by the Government within the secondary cycle, that is, with reference to schools attended by students from fourteen to nineteen years old.

Secondary schools, in Italy, are classified as Lyceums (generally based on a rather theoretical approach, and thought to be attended by people willing to enter University afterwards), Technical schools (where many practical subjects are taught, mainly referring to develop a production-oriented mind) and Vocational schools (where practical subjects are mostly taught, with reference to a client-oriented mentality). Such a “threefold way” to the secondary school is deeply rooted into the Italian tradition, but some criticism has periodically arisen about it, since families appear to choose the schools for their children mainly on the basis of their socio-economical conditions, rather than on the cultural interests of the children themselves.

The entire secondary cycle has recently been renewed, in an attempt of conveying some modern pedagogical issues and of spreading the best teaching practices. A good example of the formers is that the approved laws clearly state the principle according to which school activities must now focus upon the learning process, rather than upon the teaching job. Among the teaching practices, it is worth mentioning the “learn by doing” principle, the project-oriented learning, and the problem-solving approach.

The “learn by doing” methodology, sometimes referred to as “laboratorial didactics” or “laboratorial learning” in our national jargon, brings the idea that almost every subject-matter can be learned more effectively if the teacher proposes smart practical activities to the students. Even literature should be taught through this kind of “lab” approach, making use, for instance, of various text production and text analysis techniques. It should be pointed out that such a methodology does not necessarily rely on using a true laboratory.

Stated differently, not only scientific issues should benefit from a didactics based onto the experimental approach, but this one should be properly extended to all learning fields.

The project-oriented learning, according to Wikipedia's self-explanatory definition, mainly "engages learners in some kinds of projects that usually will lead to products" but "the main goal of the process is the learning effect and not the product in itself." Students are requested to produce, as an example, hypertexts on CDs regarding whatever they study (poetry, history, drawing etc.). This approach contributes to develop sound competences, that is, a "contextual knowledge" in which theory and practice are strictly bound to each other.

The problem-solving approach has also received much attention, in the framework of the pedagogical indications accompanying the national curricula, because of the urgent need for developing a strong problem-solving capability among our young citizens. This has been prompted, once more, by our poor OCSE-PISA results with regard to this aspect.

We all, in Italy, hope that our recent secondary cycle innovation will maintain its underlying assumption: that a close relationship exists between development of competences and employability. If this holds true, we may say that the Italian school system is fully on the UE road towards 2020.





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# Agenda

## 2011

August 15–18

ICP convention in Toronto

(registration now open, see advertorial)

September 23–24

ESHA Hungary Regional Conference:

“New Skills in Leadership” in Hungary

October 5

SLV NRW Germany Conference

October 6–7

SURFIRE Pro Rexi 2011 in Turku, Finland

October 12–14

Fourth German Speaking Region conference in Pécs, Hungary

October 20–21

NAPD Annual Conference in Killarney, County Kerry

October 27–29

ESHA Autumn GA meeting in Bruges, Belgium

November 3

AXIA Convention in Spain

November 3–4

AHDS Annual Conference Annual Conference in Dullatur:

CfE in Action: Leading learning in 21st Century

November 10–12

Convention Norsk Skolelederforbund in Oslo

November 18–19

ASD / Germany Conference in Kassel

December 9

Colloquium organized by ESHA France in Paris:

“La gestion des ressources humaines dans les établissements scolaires en Europe”

## 2012

March 23–24

ASCL Annual Conference in Birmingham

March 28–29

Nordic School Leader Conference in Gothenburg, Sweden

October 29–31

13th ESHA Biennial Conference in Edinburgh, Scotland

# Deputy Heads – an approach

TEXT BY BURKHARD MIELKE, ROLAND OFIANKA  
AND MARGRET RÖSSLER

## 1 A new concept of school leadership is necessary

School autonomy, together with accountability and student achievement, has been one of the main topics in discussions and conferences during the last few years. Therefore different forms of school leadership are being discussed worldwide. We think that autonomous schools need middle management positions, with Deputies / Assistant Heads / Vice Principals and Heads of Departments

Basically, a paradigm shift away from a centralized school, to autonomous, self-responsible units has been observed. This has had existential implications for the management of a school, but the roles and responsibilities in the individual schools and school associations have grown enormously.

Autonomous schools need a different concept of school leadership. The Head teacher / Principal cannot be the only leader in the school with this new type of leadership. Even in countries without school autonomy or where schools are partially autonomous, the tasks for school leaders have increased so much in volume that new leadership structures are necessary.



The recent transfer of functions and responsibilities are no longer sufficient in terms of efficient school management. Therefore, different forms of school management are being discussed worldwide – but with varying intensity – developed and tested. We assume that autonomous or independent schools need more levels of management, in addition to the principal or the headmaster.

Studies on this are rare.

The issue was on the agenda in the ESHA conference of the German-speaking regions in Europe. After defining the role of school management in the Basel Declaration 2008, the theme DH became the main topic of the follow-up conference in Gold Rain/Coldrano (South-Tyrol/Italy) that ended with the Goldrain Declaration and a clear mandate to continue the work with the issues of DH and middle management and to present first results in the third conference 2010 in Landau/Germany.

This survey is concerned – as a first step – with the legal and organizational position of Deputy Heads, their functions and placement in the organizational structure. And then to analyze in addition to the internal relationship between School Leader (SL)<sup>1</sup> and Deputy Head (DH)<sup>2</sup> the conditions for DH, as they are governed primarily by the legal requirements, or the administration, such as the management and coordination time, pay, level of staffing and job description, but also by new scope in more independent schools. Further studies on an expanded concept of school leadership must follow. The principal of the following explanations is this survey of national school leader associations hosted by the International Confederation of Principals (ICP)<sup>3</sup> and ESHA<sup>4</sup>, the European School Heads Association.

## 2 Analysis of “Deputy Heads – International

The return of the international survey on the position of Deputy Head Teachers / head teachers by the school association of North Rhine-Westphalia in cooperation with ESHA and ICP included 57 participants from 40 countries, with some countries because of their size or certain autonomy conditions, such as Canada, USA, Spain and Australia some provinces also answered because of differences within the sub-structures. At the same time a parallel investigation in Germany was carried out at county level, which was evaluated separately.

We questioned the Presidents of the School Leader associations, their agents or representatives of organizations, in which also SL and DH in particular are organized. This means that the survey about the DP’ was answered and considered from the perspective of SL. All answers include the entire education sector from primary to late secondary school, in individual cases, also the pre-school.



The list of participants is impressive. Responses come from the representatives of the following states / provinces / states:

**Africa:** Lesotho, Uganda

**America:** Canada (Ontario, Alberta, Nunavut, Newfoundland and Labrador, Manitoba, New Brunswick), Trinidad and Tobago, USA (Washington DC, New York State, Montana)

**Australia/Oceania:** Australia (New South Wales, South Australia, Victoria, Western Australia), New Zealand

**Asia:** China, Japan, Singapore

**Europe:** Belgium (Flanders), Belgium (German Community), Bulgaria, Denmark, Germany, England, Finland, France, Italy, South Tyrol, Italy, Ireland, Iceland, Isle of Man, Israel, Croatia, Latvia, Macedonia, Netherlands, Norway, Poland, Portugal, Romania, Russia, Sweden, Scotland, Slovenia, Spain, Balearic Islands, Catalonia, Canary Islands, Hungary, Hungary (state government of the Germans in Hungary), Belarus, Cyprus.

### 3 The questions and results

#### 3.1 The systemic anchoring

The necessary initial question was whether there is the office of the DH in all kinds of schools of each system.

In 71% of surveyed school systems, the office of the DH exists in all types of schools. The other just one third says that the school size – small primary schools and preschools – is crucial to ensuring that they usually have no deputy head. Headmasters then take the role of teachers, i.e. they give lessons.

Answering the question “Is the appointment of a DH dependent on the size of the school,” confirms this exactly.

That a DH office is set up depends on 74% of the respondents of the size of the school, but other factors may be crucial, e.g. the budget autonomy of the school, which makes it possible in some countries of the individual school, even to take a decision within their budget possibilities.

The question from which number of students or teachers the establishment of a DH depends on, provided a surprisingly complex result.

Three main lines can be found:

- The number of teachers or students as a benchmark for the presence of DH is critical, but varies greatly, starting from 50 in the case of New Zealand to 800 in India and 1000 in China, with very high numbers as required size may be related to the population size in these countries. Much more often the number of 100 or 150 students leads to a DH. What is striking is the example of Slovenia with 600 students as the basis in a relatively small country.



- In school systems with budget authority the individual schools have many choices on the establishment of internal structures with correspondingly differentiated leadership structures that allows in some countries to individual schools to decide for themselves to decide this within the limits of their resources.
- There are political decisions of district governments and school districts if the office is set up or not.

Besides the size of the school there are in 31% of the countries, more reasons for deciding to set up a DH office:

- Schools with boarders
- Schools in rural areas (Uganda / Trinidad & Tobago)
- Urban schools (in Romania are often larger, so there is also a benchmark frequently of 500 students reached at primary schools)
- Schools with separate teaching of the boys and girls
- Schools in deprived areas
- Schools for special needs
- Exceptionally big schools
- Schools with different school forms in one school
- Schools with multi-locations
- Extremely generous in human resources as a function of the school budget
- Wide age range of students (Balearic Islands)
- Layer classes (Macedonia)

But in 21% of the responding countries differences exist in the types of schools. For some countries exist for certain types of schools guidance from the lower educational administration. For others, on the contrary, there is a decision latitude (for secondary schools), which allow to determine their internal structure itself and thereby decide on the question of whether to establish a DH or not.



### **3.2 Legal guidelines for the function of DH**

Whether there are legal requirements that describe the functions of the VP, 72% answered yes, 28% against. Particularly interesting was the extent to which job descriptions are available for VP

As expected, the legal position of the DH is in the larger part (65%) of the involved countries described in the legal texts; requirements for the office and duties are defined.

Not all, but 74% of the countries that responded in this part with yes, even say, that DH exists in all types of schools. It follows that the natural spread of the task of a “DH” is associated mostly with the certain defined scope of duties within schools, namely in  $\frac{3}{4}$  of cases.

However, in 35% of countries with DH’s in all school forms the tasks of the DH are not laid down by law. One can assume that in education systems with greater autonomy more leeway exists within the school to structure the management tasks.

The countries with legal requirements for the office of DH name these tasks in different degrees of specificity and to varying severity of binding to targets. The following patterns can be identified:

*Type 1:* Certain tasks are required very concretely for the DH, such as schedule, representing the school leader, coordinator, chair of the evaluation group, and coordination of training and tutorials. (E.g. Spain / Catalonia).

*Type 2:* Duties of SL and DP are very closely related to each other, but designed within the school. The headmaster of the school principal has the right to establish the task structure (Italy). DH's are in a clear assistant role, but – if the event occurs – the DH is completely accountable in all fields of the school. This is the mainly found form.

*Type 3:* DH's, are clearly in second place, they have to correspond there exactly to the administrative requirements (e.g., USA / Montana).

*Type 4:* The specifications are guidelines rather than detailed regulations. The focus is on the negotiation of specific tasks, usually within the schools. The exact job description is in accordance with the law, school-based and negotiable in accordance with the principal and the internal school rules (Ireland), which is partially included in the setting in the job description (Latvia, Lesotho).

*Type 5:* Unequal terms: Only comprehensive schools have legal requirements for the distribution of tasks for the school management team, in the other types of school these are growing agreements (Germany).

### **3.3 Autonomy and responsibilities of DH**

To which extend DH have independent and self-responsible tasks, and what these tasks are, shows in the responses a wide-ranging and often very different picture.

A total of 17 participating countries appoint tasks to be carried out independently and autonomously by DH. These are:

- Definition of cooperation within a group of schools
- Preparation of the draft budget
- Monitoring of class formation and preparation of work plans.
- Class schedules
- Recruitment of a coordinator for the school or pre-school
- Determination of the curriculum coordinators and class teacher
- Planning and reviewing the implementation of decisions of the Council of the school in the area of school social work
- Management of technical rooms, room facilities, equipment, textbooks and library and other resources, monitoring of stocks
- Completion of protocols and agreements for cooperation with external partners, the community, educational institutions, in accordance with the guidelines of the Council of the School
- Selection and recruitment of teachers in accordance with legal requirements
- Management of challenging management services, technicians and educators
- Coordination and chair of the Evaluation Staff
- Coordination of homework and tutorials
- Coordination of faculty conferences
- Coordinate extracurricular activities such as sports events, games
- Cleanliness and order of the school

The tasks are very often allocated “ with the term “ to assist” as backed up by “representation” and “delegation” in the event of illness or absence of the school leader

In Spain / Balearic Islands, there is neither a professional image of the school leader or the delegate. Both offices are likely to be understood as a specialization within the teaching profession. SL

and DH remain teachers with additional tasks, which is perceived as a disadvantage. In reality, this is perceived as wrong and not sustainable and therefore often otherwise pragmatically regulated. In France, there is no SL and DH for primary schools.

### 3.4 Resources for the tasks of DH

In the discussion on school leadership as a profession the question of leadership is a key issue. Only very slow progress is being made in the discharging of “teaching hours” in favor of Leadership time. How the division between leading time and teaching time for

DH is fixed was particularly interesting because it is a fundamentally different understanding of the concept of school leadership.

Most of the STV (58%) work between 40 and 45 hours per week, 11% even between 46-55 hours; the remaining just about one third (32%) works up to 39 hours. Whereas 50% of DH teach between 1 and up to 10 hours, 44% from 10 to 15 hours. Only a minor part of 6% teaches

more than 15 hours. In general a lesson has 40 or 45-minutes-hours (75 %); but in 25%, the lesson have 60 minutes, in some countries the DH don't teach at all (Portugal, Japan, Belgium/West Flanders, France, Singapore). In some countries it depends on the size of the school, i.e. in Ireland from 500 students on DH have no lessons.

The internal relationship between leader and deputy leader was scrutinized in a number of questions.

In other countries – tendency with more autonomy as in Scotland, New Zealand, United States and Uganda – it is different in the single schools.

The measuring index itself is also significant.

In most countries the size of the school in relation to the size of the staff plays a role in determining how much time is reserved for school leading. In Romania, schools with special programs and residential schools get more leading time for DH. Very often this is at the discretion of the SL in consultation with intern bodies (e.g. Australia, New Zealand, Manitoba, Canada/Finland). In countries with autonomous schools this is decided according to budget and special conditions of the school. This is rarely only the decision of the SL, as in India.

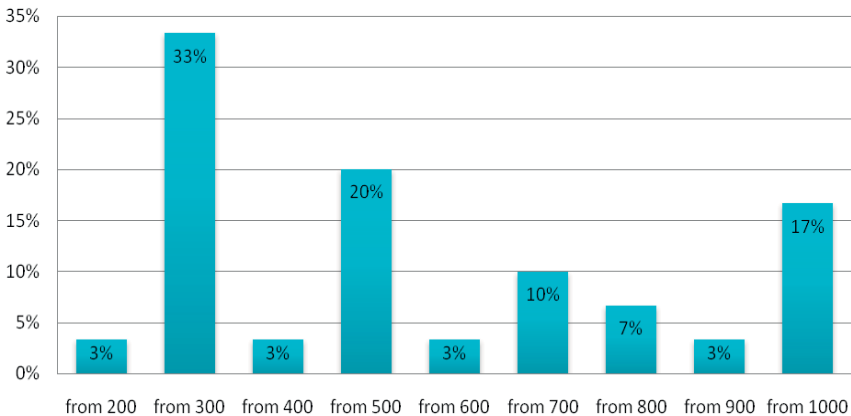


Further conditions can be: different demands of work in urban schools or schools in rural surroundings (Uganda) or a particularly high work load (China).

Some DH are generally exempt from classes (Portugal) or have minimum of lessons to teach decided by the government (Japan). In Cyprus the principle of seniority exists – the longer someone is in service, the less the number of lessons.

Other countries set limits for the lessons of the DH, e.g. Romania with four to six hours.

Many countries have several factors on which the leadership time depends. In countries with school districts this will be negotiated differently.



Graph 1 – From which school size on are there additional DH positions?

From the German point of view surprising is the equipping of schools with more than one DH. In 33% of the countries from 300 students onwards an additional DH is available. Another 36% have additional positions from 400 to 800 pupils. In 27% of the countries, the school must have at least between 800 and 1000 students to obtain a third position in the leadership team of the school. This

is crucial to the economic Situation of the municipality or school districts or special conditions of the school. So, e.g. newly opened schools in Japan have an additional DH. The schools in New Zealand are particularly well-equipped, and also small schools can have an additional DH. New Brunswick (Canada) is leading in recognizing the need of more persons in the leadership team and schools already from 200 students onwards have another DH position.

The German counties generally demand the number of an average of 180 pupils as school size which allows a DH. In Saxony-Anhalt, e.g., only 90 pupils are necessary. So Germany lies under the international average, where only 300 students are generally seen as the average.

This is made possible by the international comparatively high obligatory lessons per week for teachers and graded – even for SL, while in many countries SI usually don't teach<sup>5</sup>.

Whether the work of the SL is facilitated by a DH, 89% of the respondents say yes, provided the collaboration works and the DHs qualified. This is also shown by the 11%, denying the question of the ease of work through the DH.

### **3.5 Remuneration and remuneration differentials**

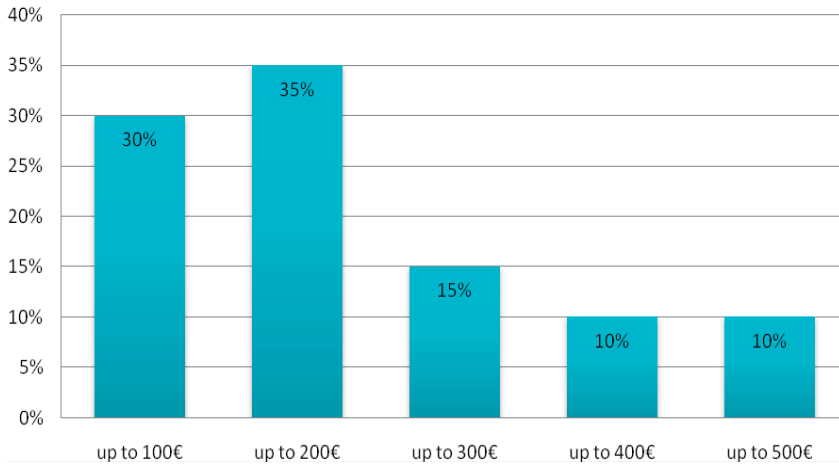
Sources of funding determine in many cases the creation of school leadership positions.

In autonomous schools with a global budget all salaries are paid from this budget. This is the case in 51% of the states.

In other states (49%) there are other means of remuneration (additions to existing salary, release from classes). In Poland the school leader has a specific fund to remunerate positions from which they also draw the remuneration for leadership positions. In individual cases the leadership positions are paid at such a rate that the individuals earn more than the school Principal. This happens when central authorities don't set the salary for school principals



at an appropriately high level to motivate individuals in temporary positions (to aspire to these positions permanently – implication of text but not stated specifically – translator). School leadership in Poland has autonomy to determine the division of functions between leaders. A very high number of responsibilities attract higher remuneration.



Graph 2 – Salary differences between school leaders and Deputy School leaders.

The differences in remuneration are not especially large and are between less than 100 Euro to a maximum of 200 Euro for 65% of the respondents. Significant differences are only apparent in 20% of the respondents. These differences are high and in the range of 300 Euro to 500 Euro.

The absolute difference in remuneration between school leaders and deputies is not always the most decisive determiner in their level of importance. In Rumania for example the base wage for a teacher is 400 Euro, the school principal receives an additional 160 Euro and the Deputy an additional 120 Euro – 40 Euro less. In view of such

a low level of remuneration these differentials are meaningful. The Principal is then only viewed as good if the school runs well. For reasons of career advancement the position of deputy is seen as a springboard and there a justification for the difference in salary.

When the salary differential for school leaders differed between different systems of schools it was important to determine if the differences were because of the type of school and the level of differences.

In secondary schools the salary is not only higher but also the difference between school principal and deputy.

In individual cases aspects such as the number of years in service in the office (Israel), amount of work (Canada) number of pupils (Spain, Latvia, New Zealand) in the case of china salaries are paid according to the success of the school. The difference here is 500-700 Euros between effective and less effective schools.

Allegedly the rule of thumb is that low differentials in Salary are a motivating factor against applying for the main position in a school as Principal. This was formulated clearly in the Scottish questionnaire but is valid for everyone.

### **3.6 Duties and role structure between school leaders and deputies**

The internal relationship between leader and deputy leader was scrutinized in a number of questions.

#### *How exactly are duties delegated by the school leader?*

In only 33% of the states is there a strict delegation of duties by the school leader and a strict supervision of these duties. 67% of respondents reject this.

Some say that the duties are defined strictly but the deputy is able to determine how they go about these duties. This was the response of 78% of the respondents.

Only Singapore, Latvia, Canada/New Brunswick, Australia/West and Rumania answered yes to both parts of the question – strict leadership but a lot of autonomy in how to go about duties). This relative “yes” in the direction of strict division of duties but autonomy in implementation appeared in many countries.

*Which approach do school leaders in general prefer in the perception of duties, a principle of delegation (with exact duties and supervision) or a principal of distribution (transferred duties and autonomous implementation without strict supervision)?*

In 21% of the countries school leaders preferred an exact delineation of duties and supervision. 79% rejected this. 89% of countries support a distributive principle with transferred duties and implementation without strict supervision. 11% reject this.

It can be concluded that only a small group of countries – Israel, France, England, White Russia and Macedonia enshrine a narrow set of duties and exact supervision of these duties for school leaders.

*To what extent is the office of deputy the primary aim of the person in that position? Is it a step on the way to the office of school leader or a consciously chosen place in school leadership?*

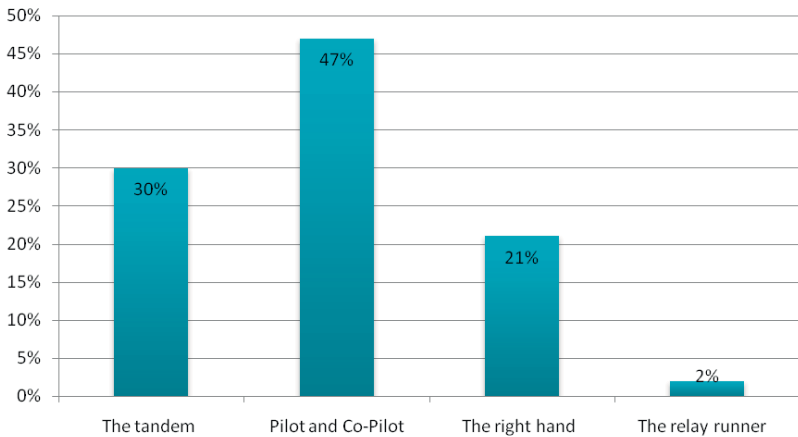
75% of the countries see the school Deputy as a leading person who occupies this position as a springboard to school principal. 25% do not see the office as a spring board. 41% of respondents say that this position is deliberately chosen and that there are per se no pre-determined characteristics for the incumbent. For more than half of the respondents this is different. They see the office of Principal (25%) as one to be aimed for or at least imagine it as a further professional development. This was the case for 59% of respondents.

There are certainly many Deputies who are satisfied in their position but also consider developing their career further.

*Scenarios of the professional working relationship between principals and deputies*

7 scenarios were offered as choice:

- The tandem, Pilot and co-pilot, the right hand of the Principal, the Adlatus of the Principal, the organisational and numbers person, the relay runner in the team and the “grey eminence.”
- These covered the spectrum. There was no use made of other possible scenarios.
- Three of the seven postulated scenarios were chosen by 98% of the respondents. Preference was given by 47% to the scenario of pilot and co-pilot followed by the tandem model (30%) and the right hand of the boss (21%).
- The scenario of the relay runner as someone with absolute equality within a group was chosen by only 2%.



Graph 3 – Scenarios of the professional working relationship

The tandem	Pilot and Co-Pilot	The right hand of the Headteacher / Principal	The relay runner in the team
<ul style="list-style-type: none"> <li>•Western Australia</li> <li>•Finland</li> <li>•Ireland</li> <li>•Israel</li> <li>•Canada, Newfoundland &amp; Labrador</li> <li>•Canada, New Brunswick</li> <li>•Canada, Nunavut</li> <li>•Canada, Ontario</li> <li>•Latvia</li> <li>•Portugal</li> <li>•Romania</li> <li>•Spain, Canary Islands</li> <li>•Hungary</li> </ul>	<ul style="list-style-type: none"> <li>•Australia</li> <li>•South Australia</li> <li>•Bulgaria</li> <li>•Germany</li> <li>•France</li> <li>•Isle of Man</li> <li>•Japan</li> <li>•Lesotho</li> <li>•Macedonia</li> <li>•New Zealand</li> <li>•Netherlands</li> <li>•Russia</li> <li>•Scotland</li> <li>•Sweden</li> <li>•Singapore</li> <li>•Slovenia</li> <li>•Trinidad and Tobago</li> <li>•USA</li> <li>•Cyprus</li> </ul>	<ul style="list-style-type: none"> <li>•Australia, NSW</li> <li>•China</li> <li>•Belgium, German Community</li> <li>•Belgium, West Flanders</li> <li>•England</li> <li>•Italy</li> <li>•Poland</li> <li>•Spain, Balearic Islands</li> <li>•USA, Montana</li> </ul>	<ul style="list-style-type: none"> <li>•India, Gujarat</li> </ul>

Chart 1 – Images for cooperation between principals and deputies

Many ticked a number of scenarios because they could not identify one model. All of the members choosing multiple scenarios tended to the three most popular with the exception of India. All scenarios were absolute in their finding that the individual leader model is obsolete. The roles of the Principal and the deputies correspond with one another and are as models adequate regardless of whether they are paternalistic or participative. The identity of schools as social systems had developed out of the common acceptance of sensible structures in which the school leadership as well as other colleagues on staff may or may not have specific roles.

### *In which fields of responsibility do Deputies work most independently?*

In most countries school administrative duties which as the timetable and attendance of students frequently the only area mentioned (See the Community of Belgium).

In a large number of cases contact with parents and checking attendance and questions of discipline of students are added – the entire pedagogic area, e.g. New Foundland, Uganda, Russia, China, Belgium German speaking community.

On the Isle of Man the Principal and Deputy work especially closely together without a special division so that in the case of absence of the Principal the entire coverage of duties is covered. This is also the case for Hungary.

Management of qualifications and responsibility for internal and external evaluation are independent duties of the Deputy in White Russia.

In countries with autonomous schools areas of duty are included with allow more creation such as development of the curriculum (Scotland, New Zealand, Australia, Sweden), the care of extracurricular projects and cultural activities (Canary Islands), teacher professional development and the development of the performance of pupils (both Singapore), teacher evaluation (new Zealand), responsibility for the non-teaching personnel (USA), Development and implementation of learning aims and evaluation of teaches work (Latvia), care of health and well-being in the school (England). In some of these lands (South Tyrol) the division of duties is connected with specific capabilities of personnel who are in office.

*How do you judge the possibility that Deputies may plan and implement independently and be responsible for school development projects?*

This was answered overwhelmingly with the attributes “great,” “good,” much wished for”, “Positive,” “the more the better”, “yes” “necessary” and with a variety of reasons.

Mentioned were:

Satisfaction and fulfillment for the profession of Deputy in that they win experience in a variety of duties in differing areas.



It was also mentioned that the appropriate competences were expected from Deputies. For a few this work happened in close cooperative work or under the supervision of the principal. For others it was independent work on their own responsibility. In Rumania Principals find such a representative engagement as normal and wished for. It was also mentioned there was a lot of movement from staff. For south Tyrol this duty for Deputies hardly plays a role.

For education systems with autonomous schools or similar which are on the way to being autonomous the Deputy is responsible for independent acceptance of their duties and take responsibility fully for their fulfillment. The aim is distributive leadership in a system in which the Deputy assumes duties independently and takes responsibility for them. All of this is done in loose connection with the leading person. A narrow apportioning of duties with appropriate supervision would be counterproductive and perceived as being “hand tied.” (England)

In this regard there are increased chances for Deputies to be involved not only in the organization of the school but also in school development projects. For example in the area of curriculum (compare Trinidad and Tobago). This is seen at the same time as increased responsibility and accountability i.e. Freedom and responsibility must approximate one another.

*Permanent representative must be in the position at all times to assume leadership of the school. Which competencies need to be identical between Principals and Deputies?*

Many countries consider it necessary that the Deputy is informed at all times about important school matters and that the Deputy is in the position to assume all duties of the Principal. I.e. To behave like a principal (e.g. New Zealand, Canada, Finland, Latvia, Belgium, Italy/South Tyrol amongst others). The Deputy can only decide about important, urgent matters when there is a longer absence of the Principal. In Rumania there is therefore a strong committee in every school, a type of internal leadership system like a board of directors.

In Poland one views the Deputy as insufficiently trained to represent the Principal of a longer time period. The Deputy should only replace the Principal for short periods.

A few see special capabilities as necessary for the Deputy in this situation. Eg. Flexible leadership capabilities (Australia, Norway, Spain), outstanding social competence, awareness of responsibility and the capability to involve other competent persons (Canada, Cyprus). Awareness of responsibility (France), the ability to make decisions (Isle of Man, Canada). Social competence, the ability to carry a workload and outstanding cognitive capabilities (Isle of man). Communicative capacity and social competence (Scotland, Singapore, Ireland, Finland, Western Australia (relationship skills), management of conflict (Germany), development of personnel and



leadership (Germany), Loyalty and Integrity (Western Australian). Behavior driven by the vision of the school with full cooperation, independent management and responsibility (China), so trained that Deputies can assume these duties at any time (Bulgaria, Ontario) trained well enough and competent in administrative legal questions (Italy and South Australia).

The importance given by Principals to the qualities of team orientation and a trusted working relationship is shown by almost 100% (only with the exception of Bulgaria) with Deputies claiming input to leadership.

In all German states the majority expressed the view that the choice of Deputy should be complementary to the special capabilities of the Principal. Two of the Federal States prefer a legalistic description of duties without individual variation and without legal security.

### **3.7 Additional aspects of individual countries**

Beyond the questions it was interesting to consider what was seen as additionally importing for the position of Deputy:

- In the staff there was a likewise identifiable leadership duty for which training was necessary to support the school leadership. In this regard the awareness of integrated roles was necessary (Australia).
- Deputies are leaders and managers in their own areas of duty (China).
- The systematic training for leadership duties in schools is necessary (Finland, White Russia). In Latvia training in psychological questions, working with documents, exact knowledge of the legalities and sustainability are encouraged.
- School leadership training if the duty of the university. A final qualification for Deputies should be established (Sachsen Anhalt, USA/NY).

- Deputies should be in the position to recognize the capacity of every individual teacher and those encourage them and develop their professional competence (Japan)
- Deputies should have the same aims as the Principal and work closely with them to achieve their aims (Canary Islands). In the ideal situation there should have the same philosophy about leadership and leading (USA/Montana)
- In Poland the Principal is especially important. The school stands and falls with them in how it is effective. They are a type of president in their school. They are responsible for the realization of the basic teaching plan which is established at a national level. The same applies to the Deputy if they have to replace the Principal.
- Passion to give pupils the best for the development of their own future and beyond that the nation and the community of the world (India).
- During the training process for the DH to learn to think independently, he/she must also be willing to listen and follow the arrangement of the SL (Uganda)
- To feel and stand as a vital member of a leadership team, to make their own meaningful contributions to all important decisions. (Ireland)
- The Deputy should be trained for their position, be a good learner and be able to empower a team to work as a learning organization. They should be well brought up, optimistic, honest and cooperative with idealism and confidence. (China)
- Rumania emphasizes also critical aspects, sees the relationship between Principal and Deputy as tendential and conflictual. It is represented clearly as a sensitive topic. There were frequent situations in which both did not get on well. This could be based on reasons which were not personal. As an example the Deputy may well wish to be the Principal and one must then come to

terms with the current constellation of personnel which will not change. Finally people in leadership are there for the school and must ensure the school flourishes. Therefore it is important to relate to people and “take off” well. These aspects may also be relevant in other countries.

- In Germany we originally began with the idea that there were many differences between the 16 States because the development of school types as well as other educational and political cornerstones in the last years have become so multifarious.

The comparative analysis has not confirmed this. Bigger differences are mainly in the legal definition of “Deputy.”

In 58% of the Federal States there are legal instances which describe the functions of deputies. The relationship between school leader and Deputy is determined in one half of the Federal states through legal rules or through processes of educational administration.

Apart from the legal differences it is clear that in 42% of the Federal states the working relationship between Principal and Deputy is determined through a principle of delegation. These differences justify in the structure of the continuing investigation no outliers in data and may be included in the international results.

#### **4 Summary and Outlook**

The survey shows clear results. The need to distribute the leadership tasks in schools, at least to two school people from the team, is, apart from very small schools, recognized and has been made possible by the financial capacity.

Some countries, led by New Brunswick in Canada see this need regardless of school size.



One problem is the salary. The difference in salaries between SL and DH is in most cases so small that it will be hard to win sufficient new SL from the area of DH in the future. Because SL have almost continuously the overall responsibility, the difference in salary between the two offices is not significant enough for the aspiration to the highest office in the school sector. This result is confirmed by the world's existing problem of recruiting young SL for our schools.

In the internal relationship all the respondents wish to have a more or less intensive team model (pilot and copilot / tandem / right hand). Sublimely or explicitly the question of the competence and training of the HD also with regard to the possible acquisition of the SL function (absence of the incumbent, etc.) is not just taken for granted, but seen as absolutely necessary.

The willingness of the SL towards such a trust-based cooperation is generally given in all cases (most clearly in India with the image of the relay team). Almost 89% say that their own work would become easier if the internal balance is right. This is a clear improvement on

the old patriarchal management style or the “*primus inter pares*” – behavior that has in effect done without leading and got on well as a converter of the ministerial and political requirements.

From this the strong desire of the head teachers (98%) is clear that they want to be allowed to decide on the staffing for the DH.

The degree of autonomy usually determines the working principles of the DH and the self-understanding within the team. The more autonomous schools are the more independently they decide, under the budget authority over the establishment of functional units and the allocation of management time; the higher developed is the independent role of the DH coupled with accountability and responsibility for their duties. Accordingly, the role of DH has changed from purely administrative tasks or the responsibility for order, discipline and control of student presence towards other areas of interest than school development. In countries or states with the autonomy of school districts differences develop automatically in all relevant areas, since the conditions are dependent on financial conditions and the respective priorities of the district.

Based on the examples of countries involved, there seems to be an advantage to get protected as a minority in a larger educational system by special rights, more often in the form of greater autonomy and also the cultural and educational autonomy (e.g., South Tyrol in Italy, the Inuit in Canada, German Community of Belgium, German minority in Hungary, etc.).

Pioneering for the future development should be countries that are also in the fore field of international research that is still Finland with a system based on trust, independence, excellent training and further education with international exchange and a high respect rooted in society for the school head and their deputy. This also includes the development of effective leadership “- models in Ontario, England and the Netherlands.

Distributive Leadership is so far the most appropriate model

We are moving towards distribution and away from delegation, as this builds more autonomy, capacity, is better for leadership development.

for the new role of school leadership. For a variety of reasons this is often opposed by politicians and Inspectors “As the leash lengthens, the collar narrows” so an English proverb, reflecting the herewith associated loss of intervention by the policy or on the

part of school supervision and inspection the fear for their own professional future. Control and inspection instead of politically independent evaluation and responsibility thwart autonomy and internal development of schools. The same applies on a smaller scale of the internal relationship between SL and DH. Tight control prevents common successful school leadership. Distributive leadership requires mutual trust. It is also necessary to have procedural arrangements in the case that a distributive situation does not work

This study has identified, where we stand today in the international development. A good description is found in the commentary of our English colleagues.

“Distributed leadership” is increasingly seen as a desirable aim – under this the degree of autonomy given to deputies is significant, and they carry their own accountability for the outcomes of their work. Most experienced secondary deputies would now expect to have significant responsibilities which they carried on their own with only ‘light touch’ intervention and advice from the head. Most deputies would not expect to be given hour-long tasks – this would be seen as very patronizing.”

“Distributed leadership” is giving broad aims to members of the team and leaving them a longer time scale, and much greater freedom about how to achieve the aims. We are moving towards distribution and away from delegation, as this builds more autonomy, capacity, is better for leadership development. I think we are operating in such a different climate in, for example, the UK and the Netherlands on the one hand, where the ideas I have outlined above are strongly developed, and say Italy and Germany on the other, where, because of the relatively tight local or central government management of schools these concepts are less developed or applicable”.

The goal is clear; the path will then be followed and enforced. It will – like the survey shows vary in length and difficulty. ◀

The results of this study are a first approach to the complex issue of management of future schools under more and more changing conditions.

It is clear that in the international cooperation a lot of experience does not have to be duplicated and can be based on positive results. In addition to the development of the new role for DH additional competencies in school management have to be developed and defined by a “middle management”, with head of departments and other functions.

# Education: Moving Toward the Year 2020

BY FELECIA NACE, ED.D.





Educational leaders find themselves at a crossroad. We are familiar with the roads we've traveled and unsure of the roads yet to be discovered. Decisions that educational leaders make now will determine how prepared schools will be by the year 2020. In order to be prepared to meet the challenges that lie ahead, we must first attempt to answer the question: Where is the field of Education headed?

Educational leaders are well aware that technology will play a leading role in shaping the pathway to the year 2020. Sir Isaac Newton's laws of motion tell us that for every action we can expect a reaction. Then, let us analyze some projected reactions to the flood of technology that we are presently observing. Technology is shifting at a rapid rate and expense that make it difficult for educational institutions to maintain technological equipment that they have already acquired and at the same time keep up with the latest technology. Further compounding the issue is the fact that educational institutions are steeped in tradition and politics which often prevent changes from occurring swiftly. Let us not forget the steady stream of myriad issues; both substantial and peripheral that plague our systems, all vying for funding. That being stated, the reaction to new technology, and the focus on science, technology, engineering and math (STEM) will bring with it much needed changes and will shape the focus of educational leaders as we move toward the year 2020.

The field of Education will experience an influx of newly graduated

teachers who will have grown up in the fast-paced technological age when STEM subjects took front and center stage in their learning experiences as children. This new generation of teachers will be equipped with more knowledge in the STEM areas and they should possess a solid comfort level in infusing STEM across the curriculum. In countries where students' STEM skills are competitively low, these new teachers will possess skill sets that could balance the

As we move toward the year 2020, educators will be competing for students' time and attention against a torrent of trivial information.

playing field. These teachers will have the capability to facilitate implementation of best practices in STEM areas, enhance student achievement, and create more competitive students with the capacity to compete worldwide in STEM job markets. One of the biggest obstacles for educational leaders will be channeling students' attention toward effective use of technology, and training teachers regarding proper educational use of social networking sites.

In order to stay current with the fast pace of students' shared ideas which are exchanged via

technological tools, moment by moment, there will need to be more effective and creative uses of social networking in schools such as effective use of Tumblr, Face Book, and Twitter. As we move toward the year 2020, educators will be competing for students' time and attention against a torrent of trivial information which flows through the veins of social networking sites and the likelihood of that stream of trivial information casting a dark shadow over more serious

fundamental and abstract educational needs. Educational leaders will feel the urgency to “connect” with students via social networking sites. Presently, we face the challenge of efficiently utilizing social networking sites to enhance learning but as this exchange of information takes shape, we will face another reaction to change, and that will be the integrity, quality and appropriateness of teacher to student and student to teacher communication. Try as they may, educational leaders cannot be in all places at once and monitoring these increased exchanges between teachers and students will be tough, but educational leaders will find it necessary to not only monitor these correspondences but also provide on-going training to both staff and students regarding the appropriate language and purpose for student-teacher communication via technological devices.

As educational leaders attempt to diversify learning for students and match teaching strategies to student needs, webinars and videos created across the globe by master teachers, computer learning games, and appropriate webcam use, can facilitate differentiation of instruction. Presently, we have the technology but we have only scratched the surface regarding the effective use of these tools. By 2020, educational leaders should be making better use of these technological formats. For example, interactive videos created by master teachers can be used for students who are stimulated and motivated by diverse teaching styles or these formats can be used to provide global lessons to students in different languages (preferably, foreign languages that student are studying). The U.S is facing a shortage of master science teachers. Utilizing the instruction of master teachers via webinars and videos is one way of meeting the demand. While we wait for future master science teachers to be born, we can tap into living resources of effective scientists and science teachers worldwide and bring them into American classrooms now. By the year 2020, I believe we will eliminate master teacher

shortages in various teaching disciplines by globally uniting master teachers and students using technology on a much broader scale. More and more students are becoming visual learners; perhaps due to the increased hours of television that students are exposed to combined with significant computer usage. Children have an affinity for computer games, so why not let them play? By the year 2020, we will likely see an explosion of educational computer games that are more akin to the popular video games (minus the violence) that children enjoy playing as these games are more visually stimulating and interactive than the typical educational games students presently encounter in schools. However, with technological advances there are negative and positive factors to consider.

A present day topic that is attracting growing attention of educational leaders is the lack of face to face communication that we are witnessing among today's youth. This will certainly amplify with the increase of technological social networking. Youth's fascination with texting and social networking sites leads me to believe that by 2020, educational leaders will make a resolute effort to infuse social behavior and face to face communication components into cross-curriculum instruction. These components may include the following: teaching students to employ direct eye contact when engaging in a conversation, identifying tone, using complete sentences, which directly conflicts with the texting language. Other related social norms such as respect for other's privacy (which is in stark contrast to social networking), and "people skills" such as reading facial expressions and identifying emotions may also be strategically embedded across the curriculum. These are skills that this generation and future generations may not consider important because their world will be inundated with technological communication, and the youth of 2020 will find communicating in this manner comfortable, efficient and effective for accomplishing their intended goals.

The popularity of texting among youth continues to soar, so much so that it has taken on a writing style and language all its own. By the year 2020, I believe texting symbols and other components of texting language will appear on a larger scale in mainstream dictionaries. Reflecting on the past three decades, many of the new words that were entered into mainstream dictionaries such as vlog, webisode, Google, blog, and Internet, were all spawned from society's widespread use of technology. Subsequently, it will



be quite interesting to witness the impact that texting, social networking sites, and future technological wonders will have on global language as we propel toward the year 2020. Technology has and will continue to influence the world; it systemically connects us and helps to unite educational leaders and learning institutions

Lastly, keeping current with technology will be challenging enough without educational leaders consistently battling staff

mind-sets and change issues. I believe that by the year 2020, more colleges and universities will recognize that systemic change is learned behavior and will provide related courses to undergraduate students who enroll in teacher preparation programs. Traditionally, systemic thinking courses have been reserved for graduate students who wish to become school heads/principals or school district administrators. However, if teachers possessed similar training,

they too would understand the dynamics of creating effective change in education. In a world of ever changing technology, we will need educators who not only enter the field of education equipped with the latest teaching strategies, but who also possess the willingness and capability to adapt readily to change.

Approaching the year 2020, technological and social changes will

require educational leaders to transform our thinking and abandon ineffectual methodologies. We will need to prepare ourselves for new ways of communicating with faculty, students, families, and community members. Change is exciting, and the field of education is filled with continual explorations of acquisition of knowledge. Now, more than ever, learning will be driven by STEM subjects with technology leading the way. As no one knows for certain what the future holds, in particular the year 2020, we do know that technology is here to stay and that change is a staple in the educational diet. Consequently, when preparation meets change, progress is inevitable. Will you be prepared?

We will need to  
prepare ourselves  
for new ways of  
communicating.



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