

Editors

Slavica Ševkušić ■ Dušica Malinić ■ Jelena Teodorović

LEADERSHIP IN EDUCATION

Initiatives and trends in selected European countries



Institute for Educational Research, Belgrade, Serbia

Faculty of Education, University of Kragujevac, Jagodina, Serbia

Hungarian-Netherlands School of Educational Management, University of Szeged, Szeged, Hungary

Edition
“PEDAGOGICAL THEORY AND PRACTICE”
49



LEADERSHIP IN EDUCATION

Initiatives and trends in selected European countries

Publishers

Institute for Educational Research, Belgrade, Serbia
Faculty of Education, University of Kragujevac, Jagodina, Serbia
Hungarian-Netherlands School of Educational Management, University of Szeged,
Szeged, Hungary

For the publisher

Nikoleta Gutvajn
Violeta Jovanović
Tibor Baráth

Editors

Slavica Ševkušić
Dušica Malinić
Jelena Teodorović

Proofreaders

Esther Helajzen
Ivana Ćirković-Miladinović

Desktop publishing

Vladan Dimitrijević

Cover design

Miloš Đorđević

Illustration

License obtained from Canva.com

Printed by

Kuća štampe plus

Printed in 300 copies

ISBN 978-86-7447-149-4

COPYRIGHT © 2019 INSTITUTE FOR EDUCATIONAL RESEARCH

INSTITUTE FOR EDUCATIONAL RESEARCH, BELGRADE, SERBIA
FACULTY OF EDUCATION, UNIVERSITY OF KRAGUJEVAC, JAGODINA, SERBIA
HUNGARIAN-NETHERLANDS SCHOOL OF EDUCATIONAL MANAGEMENT,
UNIVERSITY OF SZEGED, SZEGED, HUNGARY

LEADERSHIP IN EDUCATION
Initiatives and trends in selected European countries

Editors
Slavica Ševkušić
Dušica Malinić
Jelena Teodorović

Belgrade
2019

Editors

Slavica Ševkušić, Institute for Educational Research, Belgrade, Serbia
Dušica Malinić, Institute for Educational Research, Belgrade, Serbia
Jelena Teodorović, Faculty of Education, University of Kragujevac, Jagodina, Serbia

Reviewers

Prof. Em. Dr. Eric Verbiest, Faculty of Social Sciences, University of Antwerp, Belgium; independent consultant at Samen Wijs – consultancy and research in Education and Education management, the Netherlands

Prof. Paed. Dr. Ilze Ivanova, Department of Education Sciences, University of Latvia, Latvia

Prof. Dr. Henryk Mizerek, Department of General Pedagogics, University of Warmia and Mazury in Olsztyn, Poland

Note. This book is the result of the projects “Improving the quality and accessibility of education in modernization processes in Serbia” (No. 47008) and “From encouraging initiative, cooperation and creativity in education to new roles and identities in society” (No. 179034), financially supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (2011–2019).

CIP - Каталогизacija у публикацији
Народна библиотека Србије, Београд

371:005.322(082)(0.034.2)
005.322:316.46(082)(0.034.2)

LEADERSHIP in education [Elektronski izvor] : initiatives and trends in selected European countries / editors Slavica Ševkušić, Dušica Malinić, Jelena Teodorović. - Belgrade : Institute for Educational Research ; Jagodina : Faculty of Education, University of Kragujevac ; Szeged : Hungarian-Netherlands School of Educational Management, University of Szeged, 2019 (Beograd : Kuća štampe plus). - 1 USB fleš memorija : tekst ; 1 x 2 x 8 cm. - (Edition Pedagogical Theory and Practice ; 49)

Системски захтеви : Нису наведени. - Nasl. sa naslovnog ekrana. - Tiraž 100. - About the Authors. - Napomene i bibliografske reference uz tekst. - Bibliografija uz svaki rad. - Registar.

ISBN 978-86-7447-149-4 (IPI)

1. Ševkušić, Slavica G., 1961- [уредник] 2. Malinić, Dušica, 1974- [уредник] 3. Teodorović, Jelena, 1973- [уредник]

а) Образовање -- Управљање квалитетом -- Зборници б) Лидерство -- Зборници

COBISS.SR-ID 280651532

LEADERSHIP IN EDUCATION: THE CASE OF THE CZECH REPUBLIC

Milan Pol*, Bohumíra Lazarová

Masaryk University, Brno, Czech Republic

Abstract. This article deals with leadership in education in the Czech context. First of all, it outlines a number of changes that have occurred since the early 1990s and influenced various aspects of leadership in education. Data on education and schooling are described as related to the work of school leaders (headteachers). Attention is also paid to major initiatives in school leaders' professional development and their relation to the attempts (albeit unsuccessful) to establish a headteacher career system and standards. Subsequently, data from main research projects focusing on various aspects of school leaders' work are provided. The article concludes with a view towards future developments in educational leadership in the Czech Republic.

Keywords: educational leadership, Czech Republic, headteachers, career system, career standards.

INTRODUCTION

Education/school leadership is an issue that regained new importance after the political and social transformation of the late 1980s. The new democratic era brought new arrangements to schools and schooling and, as a consequence, was reflected in expectations related to school leaders, particularly headteachers.

The education system became looser as early as the beginning of the 1990s, when the direct and, for a long time, strict links of schools to the higher levels of the system, mainly the central authorities, abated. In this new situation, schools soon obtained a relatively large degree of autonomy in many aspects of their operations, particularly in regard to their legal status and the increased powers of headteachers in various managerial activities, the management of staff, work with the curriculum and so on.

Nevertheless, schools were also rather soon affected by a tendency to balance this autonomy with an accent on external responsibility (*Kvalita a odpovědnost*, 1994) and, subsequently, started receiving demands for multilateral accountability, both internal (including self-evaluation) and external (e.g. by means of obligatory annual reports on the state of the school).

*E-mail: pol@phil.muni.cz

The bureaucratic load of schools, or rather that of their leaders, began to increase, which was often criticized by headteachers (McKinsey, 2010).

Financial limits (insufficient funding) in almost all areas of school operations have long had unfavourable effects. Some of these limits are compensated for by subsidies through projects, particularly those co-financed by European funds. Although many of these projects clearly play a positive role, a sometimes exaggerated accent on school development based on externally subsidised projects implies risking a loss of focus on the objectives the school has or would like to have.

On the other hand, thanks to these projects, professionals in various specialist non-teaching occupations, such as school psychologists, special educators and sometimes pedagogical consultants and mentors, have established themselves in some schools. And a variety of trainings are offered for newly founded positions for teacher specialists, so-called coordinators, in areas such as environmental education, school education programmes, inclusion, and so on. So, in a certain sense, schools are better equipped than before, both in terms of personnel and material resources, but the external setting is changing so quickly that there are justifiable concerns about whether this is sufficient for schools to react adequately.

Also, the new arrangements highlight the influential role of school-founding entities. This is usually the municipality for basic schools¹ (with the exception of private and church schools) and office of the regional administration (with the above-mentioned exception) for upper secondary schools.

This article is focused on the topic of leadership in school education, particularly on school leaders in basic (ISCED 1, 2) and upper secondary schools (ISCED 3) in the Czech Republic.

CONTEXTUAL DATA

In 2017, the Czech Republic had approximately 10.5 million inhabitants and, in the school year 2017/2018, there were 4,155 basic [primary] schools (for pupils aged 6–15) in operation, 241 of which were church schools and private schools and 332 were schools for pupils with special educational needs. A total of 63,005 teachers were employed in these schools. With regard to the age of headteachers, those in the age group 51–60 have long been predominant, accounting for 49% of all headteachers of basic schools in 2017/2018 (*Kvalita*, 2018). The proportion of male teachers in basic schools

¹ Basic schools operate on ISCED 1 and 2 levels; upper secondary schools on ISCED level 3 in the Czech Republic.

is 13% while for headteachers it is 34% (MŠMT, not dated). With regard to this, Plitzová (2013) presented results of research carried out by the National Institute for Further Education (NIDV) showing a certain trend towards a higher percentage of male headteachers in larger schools. Female headteachers were more often employed in schools with fewer pupils.

In the same school year, in the Czech Republic there were 1,308 secondary schools (for pupils aged 15–18/19) (including 331 church and private schools), employing 38,115 teachers (*Statistická ročenka České republiky*, 2018). The age profile of headteachers in secondary schools is also dominated by older teachers: “The negative trend of the ageing of teaching staff in secondary schools has also been observed for management. The number of youngest headteachers, aged 31–40, is stagnating while the number of those shifting from the 41–50 age group to the 51–60 age group is rising, as is the number of those in the 61–70 age group” (Výroční, 2018: 95–96). As a consequence, the number of headteachers with a total experience in school leadership of 11–20 years has increased, as has the number of those with 21–30 years of experience. Again, this is related to the continuous ageing of secondary school headteachers and the low natural generation change (*Kvalita*, 2018: 96). In secondary education, the proportion of men is approximately 28.5%, while in the leading position (headteacher) their representation is 56%.

Teachers’ salaries in 2017 were only slightly above the national average but have followed a rising trend, particularly in recent years. The average salaries of headteachers are higher by approximately one third in comparison to teachers’ salaries. Also, statistics have revealed that men’s salaries in schooling are higher than women’s even when the same salary patterns are applied (MŠMT, not dated).

LEGISLATIVE FRAMEWORK

The operation of basic and secondary schools in the Czech Republic is controlled by explicit legal regulations. Above all, the School Act 561/2004 stipulates the powers and responsibilities of headteachers and the way in which they are selected for and carry out their work. The founding entity may, but does not have to (in such cases, the current headteachers remain in their positions), publish an invitation to tender for the position of headteacher every six years² (Školský zákon, 2004). Such practice does work in some places, but is problematic in others. With regards to the basic [primary]

² The same person can apply for multiple mandates.

school headteachers, “the average numbers of applicants who have participated in tenders show that pedagogues are showing increasingly less interest in the position of headteacher; one reason for this may be the increasing difficulties in the performance of this work” (*Kvalita*, 2018: 50).

A 2018 inspection report found that tenders for the position of headteacher at basic [primary] schools were assessed (altogether 668 tenders in the given period) as follows: “the tender was carried out in a rather formal way, it was evident that the favourite was known beforehand and most committee members had agreed on him/her (18.9%); the tender took place whereby evident efforts were made by part of the committee to promote their own favourite candidate at all costs (5.1%); evident efforts were made by the committee to choose the best applicant and the most appropriate applicant received a large majority of the votes of the committee (58.6%); evident efforts were made by the committee to choose the best applicant and the most appropriate applicant won by a narrow margin (10.2%)” (*Kvalita*, 2018: 50).

Tenders for the position of headteacher of secondary schools also indicate that the “leading positions at secondary schools are not wanted” (*Kvalita*, 2018: 97).

Headteacher education

For a headteacher to successfully apply their relevant powers and responsibilities, he or she is supposed to undergo requisite education and to continue educating him/herself in the position. With regard to the formal qualification training of school leaders in the Czech setting, the main initiatives are implemented on two levels:

Short (usually one-off) courses

These are either one-off events, specifically targeted, or short-term projects. They are numerous and are delivered by various providers who offer educational programmes accredited by the Ministry of Education, Sports and Youth of the Czech Republic. They have been largely supported by structural funds in recent years and some of them are important, coordinated on a nationwide scale. For basic school headteachers, the most frequent topics of in-service training were legal regulations (81.5%), the education of pupils with special needs, the organizational management of schools, and inclusive education. Analyses focusing on in-service headteacher training have confirmed that “[...] a lower proportion of headteachers (less than 50%) prefer

in-service training in the form of seminars on leadership of the teaching process and teaching in classrooms [...] headteachers usually underestimate the importance of the pedagogical and methodological leading of teachers in strategies of education and schooling and efficient methods and forms of teaching. This aspect has continued to be on a lower level than management in the sense of economics and administration" (*Kvalita*, 2018: 49). A similar trend has been identified for headteachers of secondary schools (*Ibid*: 97).

More systematic training

Apart from short courses, there is a recent but probably more stimulating tradition of more systematic programmes. Most of these are provided by university departments, although other providers are involved as well. One such programme is "Study for Headteachers of Schools and Education Institutions" (also called Functional Study I) which offers a 100-hour course in "knowledge and skills in the management of schools, education institutions and human resources, including health care" (*Vyhláška* 317, 2005: 5654). This course is a basic prerequisite for the position of a headteacher. Another course is Study for School Leaders (also called Functional study II), a 350-hour programme which takes place at higher education institutions and provides the participant with "knowledge and skills in the management of school-engaged legal entities, particularly in the theory and practice of school management, law, economics, pedagogy and psychology, health care and protection, and information technologies" (*Vyhláška* 317, 2005: 5655). This type of study consists of five obligatory modules: (1) Theory and Practice of School Management; (2) Human Resource Leadership; (3) Teaching Process Management; (4) Law; (5) Economics and Financial Management. These modules are carried out according to given content standards and minimum time frameworks for each form of work. Participants are typically people who are considering the possibility of becoming headteachers, or those who are already beginning headteachers. The graduates of this training receive a non-degree certificate.

It may be interesting to examine the latter of these options more closely. First of all, it seems that this programme features a number of specific characteristics that correspond with school leader training programmes in several other countries. First, there are incipient efforts to approach school leader training as a continuum. Also, there is an evident tendency to provide those pursuing the programme with opportunities to address individual needs, and there is an accent on the learning process and respect for the context specifics of participants. Moreover, this programme makes it possible to invite participants to learn in a setting of multilateral relations between

theory and practice. The organizational/methodological arrangement of the programme corresponds to this as well, leading to a needed diversity of methods and forms. In this respect, the programme can be considered a notable step forward.

As regards the shortcomings, they can be found in the content of the training. Unlike principal trends in modern education systems, this programme is rather marked by symptoms of technicality, which means that economic and legal aspects have so far played a relatively strong role. Therefore, in terms of content, the current concepts of this programme for school leader training are closer to a conservative approach to education for school management, and thus lag behind present-day possibilities and needs in preparing and supporting people involved in school leadership and management (cf. Pol, 2007).

Comprehensive approach to educational leadership in new projects

In spite of evident failures in the efforts to innovate basic provision of education and create/implement a career system and career standards, support for headteachers and wider school-leading teams certainly exists. This is evidenced by the large number of usually short-term courses offered by the National Institute for Further Education and other institutions at central, regional and local levels, both public and private, and by previously mentioned investment projects supported by the government and European funds.

Some of these deserve attention in this context. The aim of the project Successful headteacher (2005–2008) was to “[...] provide information and improve the skills necessary for curricular change in school management, in conformity with long-term developments of society, regions, municipalities as well as schools and education institutions”. This training was carried out in the form of a number of optional modules: (1) Curricular Change and the New Role of Schools; (2) Managerial Control of the Processes of Change in Schools; (3) Quality Management and Assessment; (4) School Development Strategies; (5) Supervision in Managerial Practices (*Úspěšný*, not dated).

A large project entitled “Strategic Management and Planning in Schools and Territories” started in March 2016 and will continue until 2021. This project “[...] is focused on nursery schools and basic schools with development potential in strategic management and planning”. It is based on the premise that the participation of headteachers and school leaders in wider forms of professional development should be promoted. For this reason, the

project is not only aimed at delivering courses and seminars but, taking into consideration the specific conditions and needs of schools; it will offer headteachers the participation in individual forms of professional development (coaching, mentoring, supervision or benchlearning) (*Strategické*, not dated).

The main objective of the project “Support System for Professional Development of Teachers and Headteachers”, which runs from January 2018 to the autumn of 2022, is to “[...] strive for the creation, verification and implementation of a system of integrated modular support that will contribute to improved professional development of leaders in school management and teachers in subject didactics. This should be achieved by means of professional communities using a wide range of peer support and in-service teacher training with pre-defined quality criteria” (*Systém*, not dated). One of the nine key activities of the project (KA 06 — Management) is focused on school leadership and the design and verification of a comprehensive and continuous modular system of school management, particularly in education management.

The shift from education based on courses and seminars to individualised forms that better reflect the needs of headteachers is particularly in evidence in most recent projects. Also, these place more emphasis on shared experience, the evaluation of new forms of education, and continuity.

Absence of a career system and headteacher standard

The problems of headteacher education are sometimes considered to be related to a non-existent career system and the lack of a headteacher standard. Efforts to establish a career system and to create a standard for headteachers seemed to be in progress some time ago but never reached the stage of implementation. (Incidentally, more recent efforts to define and implement a career system for teachers have ended up the same way.) With regard to the career system, the plan was to distinguish several stages of headteachers’ careers, differentiating between beginners, advanced and highly experienced. The latter were intended to have not only the opportunity of leading their own schools but of being engaged in the education of headteachers on the lower levels of the career system.

A proposal for a career system and standard for headteachers was put forward in 2015 as a basis for wider professional and political discussion prior to making a final decision. The authors declared that it was aimed at improving quality, updating priorities, and pupils’ achieving better results (*Kariérní systém*, not dated). The document defined the following principles/assumptions:

- A headteacher is, primarily, the pedagogic leader of the school. Pedagogic leadership will be restored as a priority for headteachers (or school leaders).
- Applicants tendering for the position of headteacher will be ready to hold the post and will receive immediate support at the beginning of their professional career.
- There will be a nation-wide system for the transparent and criterion-based evaluation of applicants that is accepted by establishing entities.
- Formative assessment of the performance of headteachers will be carried out at the end of an adaptation period as well as at further stages of their career.
- There will be a standard of quality that should be attained by every headteacher after six years in office.
- The career system of headteachers will be interconnected with that of teachers, with emphasis on support for teachers' professional development from the headteacher.
- Headteachers will receive high-quality support for their professional development; conditions will be created for the sharing and exchanging of their experience, monitoring, coaching and the involvement of the best headteachers as leaders of the schooling system.
- The evaluation of the headteacher will be linked to the evaluation of the whole school (*Kariérní systém*, not dated).

As for the headteacher standard, certain levels were designed as being associated with expectations for the intensification and development of headteachers' competences. The standard was designed as a tool for achieving, maintaining and increasing the quality of their work; it was also intended to incorporate the scope of headteachers' involvement in the system. A new feature was the inclusion of governmental requirements for professional competences and their development throughout one's career, which related to five domains: (1) Leadership and Management in Schooling and Education; (2) Leadership and Management as Based on Values and Visions; (3) Human Resource Leadership; (4) Organization Management; (5) Personal and Professional Development.

The idea of the authors of these proposals was to interconnect the careers of headteachers with their standards. A major criterion was that a degree of attainment of competences is to be expected at various career stages. Indicators were designed for the assessment of these competences. The career system of a headteacher was to be divided into four stage indicators: 0, 1, 2, and 3. An applicant for the post of headteacher would be classified as

stage 0 and then, once in office, the headteacher would be expected to progress from career stage 1 to career stage 3 (*Kariérní systém*, not dated). The proposal was not accepted due to lack of political support.

CURRENT STATE OF EDUCATIONAL LEADERSHIP IN THE CZECH REPUBLIC: RESEARCH DATA

A variety of research studies into the work of headteachers (school leaders) has been carried out in recent years. These can be divided into: (1) studies directly focusing on the headteachers' work as such (e.g. instructional leadership) and (2) those covering a wider range of problems in schools such as inclusive education, school climate, and so on. With regard to the latter, the findings on the work of headteachers were rather secondary, as an inevitable factor within the topic under observation. Similarly, research surveys can be divided into: (1) those in which headteachers (school leaders) themselves were the respondents and (2) those in which teachers or other people in schools reported on the work of headteachers. The following section presents selected findings from surveys dealing with the work and position of Czech headteachers. Not all surveys are mentioned, as the focus is on those carried out after the year 2000, which was when the situation in Czech schools changed significantly, and new legislation was introduced. Even so, not all the findings are applicable in full. The results should be rather understood within the dynamics of the time. The various methodologies and limitations should be taken into account, both for qualitative and quantitative surveys.

Symbolically, let us start with a survey focused on the path towards the position of headteacher. Pol *et al.* (2009) explored the professional careers of headteachers by a method of life history, focusing on important events at the inception of their careers. It was found that headteachers felt strongly anchored in the teaching profession. Their opinions indicated that the shift upwards was a matter of chance that could be expressed as "being in the right place at the right time". It was typical for them to feel lonely when adapting to the new role and so they tended to look for support and security, for which they used a variety of strategies. During the second phase, the need to perform the role of headteacher "appropriately" arose and called for a feeling of self-reliance, which is fundamental to success in such a professional role. Nevertheless, it was typical for headteachers to lose their initial optimism, sometimes rather naive, and to seek self-confidence in activities they were good at. A key factor in this phase was their relation to the school;

a feeling of responsibility and affinity made it easier to get through this period. The research confirmed the existence of several stages in the career of a headteacher and, consequently, the need to differentiate headteacher education, support and evaluation in relation to these stages (Pol *et al.*, 2009; Pol *et al.*, 2010).

A variety of relevant data was generated by extensive questionnaire surveys within the project TALIS, which was supported with EU funds (Kašparová *et al.*, 2015). Some of the results enabled a comprehensive and comparative examination of the job of headteachers in the Czech Republic and abroad (Kašparová *et al.*, 2014). These surveys focused on a wide range of headteacher activities in order to recognize the current state with regard to their activity, the major limiting factors, needs, and so on. Among other objectives, the authors of this project were interested in how much time Czech headteachers devoted to various activities. The data showed that most of their time was dedicated to administration and meetings (including human and material resource management, planning, reporting, checking that regulations were complied with and so forth). In the Czech Republic, this takes up as much as a half of their working time. A large percentage (94%) of headteachers said they had checked school documents and administration procedures “often or very often” during the previous year, and it seems they did so more often than headteachers in other countries that were studied. In contrast, a lower percentage of headteachers cooperated with headteachers of other schools (37%) and solved timetabling problems (20%) when compared to international average.

Headteachers of Czech public schools spent more time (50%) on managerial and administrative operations and meetings than headteachers of non-public schools (44%). Headteachers of grammar schools (students aged 11–19 or 13–19) devoted more time to administration and managerial operations (55%) than headteachers of basic [primary] schools (50%). Moreover, secondary school headteachers spent more time on teaching-related activities than their counterparts in basic schools (22% vs. 18%). Another finding was that the amount of time spent on the two main activities (administration and teaching) was influenced by the size of school. Administration took up more of the time of headteachers in bigger schools (those with a staff of more than 40 teachers) than of those of smaller ones (40 or less). Nevertheless, this may have been due to the fact that headteachers of smaller schools had a higher teaching commitment, so they spent more time on teaching-related activities (Kašparová *et al.*, 2014).

In response to questions indicating headteachers’ responsibilities and willingness to delegate powers, the respondents said they felt responsible

mainly for decisions on recruiting and dismissing teachers, fixing or increasing their starting salaries, and admitting pupils. In these areas, only 19% to 29% of headteachers shared the responsibility with other actors. By contrast, responsibility was most often shared in areas such as decision-making on the offer and content of subjects, on the wording of disciplinary principles and on procedures for evaluating pupils. These findings were confirmed by Lhotková (2011) whose research focused on the work of deputy headteachers and middle management. She also observed that teaching and pupil-related activities (marking, choice of textbooks and aids, work with new teachers, in-service teacher training) were areas in which middle managers worked quite independently. The tasks headteachers were least willing to delegate were typical managerial activities such as planning, specifying teachers' workloads, evaluating employees, managing finances, and so on.

The results of TALIS indicated that headteachers in the Czech Republic felt most constrained by insufficient finance and school budgets (93% of headteachers), government directives and regulations (89%), work overload and responsibility (82%) and the salary system based on career advancement (73%) – headteachers would prefer more possibilities to reward teachers not only according to the length of teaching practice, but especially according to their performance. In contrast, 32% of headteachers claimed their efficiency was mostly limited by a lack of teachers and 29% cited lack of support for their own professional education. A comparison of results from various schools has shown that headteachers of public schools perceive more obstacles to the efficient performance of their job than headteachers of non-public schools (although this relation is not strong). Headteachers of public schools more often perceived the advancement-based salary system as limiting. They also more often mentioned lack of opportunities and sources for the professional education of teachers. Insufficient human resources were more strongly perceived as a limitation by primary school headteachers than their secondary grammar school counterparts. As expected, it was found that the more strongly a headteacher perceives any kind of limitation, the lower work satisfaction he or she reports (Kašparová *et al.*, 2014, 2015).

However, it seems that Czech headteachers experience a relatively high level of job satisfaction. Almost all (98%) would recommend their school as a good workplace and hardly any would change it for another school if they had the opportunity. Approximately the same percentage stated that they took pleasure in their work. Overall, job satisfaction was expressed by 95% of headteachers, both in terms of their own performance and in general. The level of job satisfaction of headteachers in the Czech Republic does not seem to be related to their own personal characteristics (gender, age, educational

attainment) nor to most of the characteristics of their schools (type, size, location). One exception was that headteachers of schools where more than 10% of pupils had special educational needs reported more job satisfaction. Also, the authors of this extensive study found that if teachers spend more time in teaching-related activities and follow a pedagogical style of leadership, their job satisfaction is higher (Kašparová *et al.*, 2014).

Instructional leadership was also studied by Lazarová *et al.* (2015a) in their research using a mixed methodology. They investigated the efforts and feeling of success in selected areas of education leadership: (1) fulfilling teachers' needs; (2) supporting professional development; (3) concern for pupils; (4) working with academic results; (5) developing the educational programme; (6) cooperating with parents; (7) stimulating climate; (8) shared vision. They found that headteachers concern themselves most with teachers' needs (an average of 3.68 on a scale of intensity of 1 to 4) and concern themselves the least with supporting the professional development of teachers (2.37). Female headteachers assessed their approach with a higher intensity in all areas apart from academic results. Working with these hard indicators, such as educational results of students, was, apparently, the realm of male headteachers. In the areas of supporting professional development, working with academic results and concern for pupils, the lowest intensity was expressed by headteachers whose experience was the shortest. Headteachers of fully organized schools (school providing education to students of all grades) said they dealt more with academic results while those of schools that were not fully organized concentrated on providing a "home-like" atmosphere, with a stronger focus on pupils. Headteachers of primary schools considered their leadership work to be successful, feeling most proficient in the field of support of a stimulating learning environment (85 points out of 100). Most self-criticism was associated with the development of the education programme (75 points out of 100).

More recent surveys have examined headteachers' perceived proficiency in developing a stimulating climate. The school climate has been a continuous focus of researchers for some time now. Results from Czech schools indicate that the manner in which headteachers communicate with teachers fundamentally affects the leadership style and, thus, mutual relations (Lukas, 2009). The nature of the relationship between teachers and the headteacher has an impact on the satisfaction of both and, therefore, on the success of the school. Dividing the team into two opposing camps, a situation of them and us, can be an obstacle to school development (Sedláček, 2008).

Lašek (2001) and, later, Urbánek (2003, 2006) used the Organizational Climate Description Questionnaire to explore teachers' perception of

headteachers' responsiveness, supportive behaviour and directedness. They found that teachers in primary schools perceived headteachers to be more directive compared to teachers in secondary schools. Differences were also apparent regarding gender (Lašek, 2001). Female headteachers, despite being slightly more directive, were perceived as more helpful; teachers cooperated with female headteachers more willingly and reported less frustration. The school climate was perceived to be more positive in schools where the headteacher had been in office longer (11 years and more). Conversely, more directedness, less openness and more frustration were associated with the least experienced headteachers.

Pol *et al.* (2013) studied the processes of organizational learning, also using a mixed methodology, and their key topic was how headteachers support the processes of organizational learning. They found that the primary condition for such support is the headteacher's behaviour whereby he or she: insists on a high quality of work, becomes a model of behaviour, accentuates the teamwork of teachers, supports peer visits to classes, delegates, and supports the school climate. Headteachers in this study considered it important to have good relations between leaders and create strong partnerships or larger groupings.

Research focused on school leadership in specific contexts or specific periods of change in education policies also produced interesting findings. For example, Sedláček (2008) studied the specifics of school leaders of rural schools and came to the conclusion that an important factor in the processes of leadership is the context of the small rural school and, related to that, the larger importance of the role of the mayor. The mayor's considerable influence can act as a destabilizing element, making the headteacher feel less secure. The headteacher then largely attempts to convince the mayor of that he or she is the right person in place.

The obligation for schools to compile reports was an impetus for the international project "Developing Leadership Capacity for Data-informed School Improvement" (DELECA), which focused on questions such as how headteachers work with data. It found that Czech headteachers collected data on pupils, infrastructure and teachers, while the least data was collected on the external community and the perception of the school by various subjects. Czech headteachers were convinced that their task was to develop schools by means of decisions based on data, but they felt much less obliged to collect data and carry out research in their own schools. They expressed more desire for data-based school development than data collection. Also, they generally expressed the view that there was more need for education in school development than for work with data (Lazarová *et al.*, 2015c).

Inclusion has become a significant topic in recent years, so it is not surprising that many researchers have inquired into it. Using qualitative procedures, Lazarová *et al.* (2015b) studied how school leaders supported inclusive education. From the viewpoint of the leaders, there were two key aspects: supporting the idea and culture of inclusive education in schools and mastering the practice of inclusive education. Headteachers are able to significantly influence the way in which inclusion in schools is perceived. They stated that if the leaders themselves are not committed to the idea, it is very difficult to support inclusive education. Mastering the practice includes “protecting teachers” from work and administration overload related to inclusive education. Support systems for teachers are established, which involve a structure of rules, prompt solutions for problems, consulting, personnel reinforcement, and support for participation and democracy in schools. Although headteachers reported that they often had to strike a balance between the rules and making concessions to teachers, they were not afraid of making decisions in difficult situations.

A VIEW TOWARDS THE FUTURE

Headteachers of basic [primary] and secondary schools are people in positions of great responsibility. This will have to be taken into account when establishing strategies and procedures that will lead to an adequate legislative framework for their work, continuous education, and support for and evaluation of their work. This should also include the aspect of differentiated career phases. It will also be necessary to liberate headteachers from administrative overload and accentuate the necessity to support the key processes in schools, namely, learning and teaching. Headteachers should have a realistic chance to develop schools in this direction, from the inside, in cooperation with other people in schools and the wider community.

The work of headteachers will have to remain under relatively strict control. At the same time, it must be made more attractive so that we can recruit proficient individuals from future generations. Unfortunately, the demographic indicators are not favourable. A variety of tools and specific measures are at hand, but their application often remains a matter of political will and preference, both in terms of general politics and education policy.

REFERENCES

- Kariérní systém [Career system]* (not dated). Available at <https://www.nidv.cz/projekty/archiv-projektu-esf/140-karierni-system>.
- Kašparová, V., Boudová, S., Ševců, M. & Soukup, P. (2014). *Národní zpráva šetření TALIS 2013 [National report on TALIS survey 2013]*. Praha: Česká školní inspekce.
- Kašparová, V., Holečková, A., Hučín, J., Janík, T., Najvar, P., Píšová, M., Potužníková, E., Soukup, P. & Ševců, M. (2015). *Analytická zpráva z šetření TALIS 2013 [Analytical report from TALIS survey 2013]*. Praha: Česká školní inspekce.
- Kvalita a efektivita vzdělávání a vzdělávací soustavy ve školním roce 2017/18. Výroční zpráva České školní inspekce [Quality and efficiency of education and the education system in the school year 2017/2018. Annual report of the Czech School Inspectorate]* (2018). Praha: Česká školní inspekce.
- Kvalita a odpovědnost. Program rozvoje vzdělávací soustavy České republiky [Quality and responsibility. Development programme for Czech Republic's education system]* (1994). Praha: MŠMT ČR.
- Lašek, J. (2001). *Sociálně psychologické klima školních tříd a školy [Socio-psychological climate of classrooms and schools]*. Hradec Králové: Gaudeamus.
- Lazarová, B., Pol, M. & Sedláček, M. (2015a). *Mezinárodní šetření TALIS 2013. Souhrnná zpráva mapující pedagogické vedení ředitelů základních škol v ČR [International TALIS survey 2013. Summarizing report on educational leadership of headteachers in the Czech Republic]*. Praha: Česká školní inspekce.
- Lazarová, B., Hloušková, L., Trnková, K., Pol, M. & Lukas, J. (2015b). *Řízení inkluze ve škole [Management of inclusion in schools]*. Brno: Masaryk University.
- Lazarová, B., Pol, M., Poláchová Vašátková, J., Trojan, V. & Bouda, T. (2015c). Working with data: Both an opportunity and challenge for school leaders. *The New Educational Review*, 40(2), 81–93.
- Lhotková, I. (2011). Střední management v české základní škole [Middle management in Czech basic schools]. *Orbis Scholae*, 5(3), 43–61.
- Lukas, J. (2009). Vztahy mezi učiteli a řediteli na základních školách — přehled relevantních výzkumů [Relations between teachers and headteachers at basic schools; Outline of relevant research]. *Studia Paedagogica*, 14(1), 127–146.
- McKinsey (2010). *Klesající výsledky českého základního a středního školství: fakta a řešení [Declining results of Czech basic and secondary education: Facts and solutions]*. Praha: McKinsey.
- MŠMT. *Národní statistiky [National statistics]* (not dated). Available at <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/narodni-statistiky>
- Plitzová, H. (2013). Nesnadná pozice ředitelů škol [Difficult position of headteachers]. *Učitelství noviny*, 46. Available at <http://www.ucitelskenoviny.cz/?archiv&clanek=7678>
- Pol, M. (2007). *Škola v proměnách [Schools in metamorphoses]*. Brno: Masaryk University.

- Pol, M., Hloušková, L., Novotný, P. & Sedláček, M. (2009). Úvodní fáze profesní dráhy ředitelů základních škol [Opening stage of basic school headteachers' professional careers]. *Studia Paedagogica*, 14(1), 109–126.
- Pol, M., Hloušková, L., Novotný, P. & Sedláček, M. (2010). Profesní dráha ředitelů základních škol: od fáze profesní jistoty k novým výzvám [Headteachers' professional careers: From the stage of professional certainty to new challenges]. *Studia Paedagogica*, 15(1), 85–106.
- Pol, M., Hloušková, L., Lazarová, B., Novotný, P. & Sedláček, M. (2013). *Když se školy učí* [When schools learn]. Brno: Masaryk University.
- Sedláček, M. (2008). Řízení školy na vesnici (případová studie) [Management of a rural school (a case study)]. *Studia Paedagogica*, 13(1), 85–99.
- Statistická ročenka České republiky* [Statistical Yearbook of the Czech Republic] (2018). Praha: ČSÚ.
- Strategické řízení a plánování ve školách a územích* [Strategic management and planning in schools and territories] (not dated). Available at <https://www.nidv.cz/strategicke-rozeni>
- Systém podpory profesního rozvoje učitelů a ředitelů* [System of support for professional development of teachers and headteachers] (not dated). Available at <https://www.nidv.cz/projekty/aktualni-projekty-esif/1222-o-projektu>
- Školský zákon* (2004). *Zákon 561/2004 Sb. o předškolním, základním, středním, vyšším odborném a jiném vzdělávání* [Act 561/2004 on pre-school, basic, secondary, vocational and other types of education].
- Urbánek, P. (2003). K metodologickým otázkám měření klimatu učitelských sborů [On methodological questions of the measurement of school staff climate]. In Ježek, S. (Ed.), *Psychosociální klima školy I*, 123–134, Brno: MSD.
- Urbánek, P. (2006). Klima učitelských sborů ZŠ: empirická zjištění. [Climate of the staffs in basic schools: Empirical findings]. In *Současné metodologické přístupy a strategie pedagogického výzkumu. Sborník příspěvků 14. konference ČAPV*. Plzeň: PedF ZČU (CD – ROOM).
- Úspěšný ředitel* [Successful headteacher] (not dated). Available at (<https://www.nidv.cz/projekty/archiv-projektu-esf/155-uspesny-reditel-narodni-projekt>).
- Vyhláška 317/2005 Sb., o dalším vzdělávání pedagogických pracovníků, akreditační komisi a kariérním systému pedagogických pracovníků.* [Regulation 317/2005 on in-service teacher training, the accreditation commission and the career system of teachers].

ABOUT THE AUTHORS

Christian Wiesner, MA, was the head of the Educational Standards Department and led its formative integration into the Austrian school system at the Federal Institute (BIFIE). He was responsible for the scientific development and improvement of educational standards in Austria. He was actively involved in many projects related to educational reforms and is now professor of education at the University College of Teacher Education, Lower Austria. His primary areas of work include innovation research; leadership; therapy and counseling theories in school practice, the development of personality, teams, organisations, and schools, as well as learning and feedback research.

Michael Schratz, Ph.D, has been working in the field of education in many countries, focusing on system transformation, leadership, and learning. He was the Founding Dean of the School of Education at the University of Innsbruck (Austria) and has been Austrian representative for the EU, OECD, and Council of Europe. Prof. Schratz is Academic Director of the National Leadership Academy and Chairman of the jury of the German School Award. He is Scientific Director of the European Doctorate in Teacher Education (EDITE), in which five universities work towards *Transformative Teacher Learning for Better Student Learning within an Emerging European Context*. He was President of ICSEI (International Congress of School Effectiveness and Improvement) from 2016–2017 and had the Fritz Karsen Chair at the Humboldt University of Berlin (Germany) in 2018. Michael Schratz is the author of many books, several translated into other languages, and editor of several journals on leadership, school improvement, and learning.

Hariz Agić became a professor of mathematics at the Faculty of Natural Sciences and Mathematics in Sarajevo. He graduated in postgraduate studies in Management Education from the Faculty of Management in Kopar, at the Manchester Metropolitan University franchise. In 2009, at the University of Novi Sad, he defended his doctoral dissertation entitled “Managing Director’s Activities and Managing Changes in Education”. Since 1982, he has been teaching mathematics: from 1993 to 2007, at the University of Tuzla, and from 2009 until now engaged as a teacher at Brcko District European Universities and Kallos Tuzla at the Faculty of Pedagogy of the University of Sarajevo. Since 2001 he has been employed by the Pedagogical Institute of Tuzla Canton, as Director until 2005 and as education advisor to date. He has published over 30 scientific papers in the field of methodics and areas of management. He has written several books in the field of mathematics and management in education. Married, he is the father of two daughters and grandfather of three grandchildren.

Žaneta Džumhur is employed by the Agency for Preschool, Primary and Secondary Education. She graduated from the Faculty of Sciences and Mathematics in Sarajevo and postgraduated from the Faculty of Humanities in Mostar. From 1991 until 2002 she taught mathematics in grammar schools in Sarajevo. Since 2002 she has been employed by the Agency for standards and assessment in education for the Federation of BH and Republika Srpska. She has intense experience in external evaluation at national and international levels. She has published several technical and experts reports at national level regarding the state of education in BH. She has actively participated in many projects related to educational reform in BH. She has organized and conducted many conferences, seminars and workshops for teachers and school directors. She has participated as a speaker or panelist at many international conferences. Married, mother of two sons.

Bozhidara Kriviradeva is an associate professor at the Faculty of Education, Sofia University “St. Kliment Ohridski”, Sofia, Bulgaria. She provides lectures in organizational culture in educational institutions, management of institutions of social work, children’s rights, working with children at risk, etc. Her main research work for the past decade is in the field of leadership and organizational culture at school, along with job satisfaction in educational and social institutions. Prof. Kriviradeva has served as deputy rector for strategic development at Kokshetau state University “Sh. Ualikhanov”, Kazakhstan for academic year 2016/2017 and also a lecturer in Leadership in education at the same University. She leads a master program “Pedagogy of deviant behavior”. Her research interests in leadership in education inspire intensive research work in the field, especially in relation to strategic management of educational institutions.

Vesna Kovač is a full professor employed at the University of Rijeka, Faculty of Humanities and Social Sciences, Department of Education. Her central academic interest has been focused on the field of education policy and leadership. She is a principal researcher of a research project titled “Predictors and Obstacles of Instructional School Leadership in Croatian Schools”, supported by the University of Rijeka. She runs various courses on education policy, leadership, and quality at the level of undergraduate, graduate and postgraduate study programs. She is the head of the postgraduate specialist study program intended for school’s principals. In 2015, she was appointed as a member of the Ministry of Education’s Expert Working Group responsible for improvement of educational leadership. She has been a member of the European Network for Improving Research and

Development in Educational Leadership and Management (ENIRDELM) since 2015.

Stjepan Staničić, PhD, graduated in pedagogy, obtained an MSc degree in the internal school development, and a PhD degree in the field of leadership in education. He was a teacher, pedagogue, and principal of primary and secondary schools, as well as an educational consultant and the head of the Institute of Education in Rijeka. For the last 15 years, he has been a professor at the Department of Education, Faculty of Humanities and Social Sciences in Rijeka. For more than 25 years, his key research interests have been management and leadership in education. Thus, he introduced a course School Management and lectured at undergraduate and postgraduate studies of several faculties, as well as participating in numerous national and international conferences. He was leading the national committees for the development of conceptual and operational documents on educational leadership (professional training programs, principal's certification exams, competency standards, licensing model, etc.). He was the expert leader of the School for Principals of primary and secondary schools. He is the author of the book *Management in Education* (2006) and around 50 field-related papers.

Milan Pol works at the Faculty of Arts, Masaryk University, as Professor of Education and, since 2014, Dean of the Faculty. His professional interests are divided between school leadership/management and educational evaluation, recently focusing more intensely on evaluation in higher education settings. Among other subjects, he has been involved in research in school culture, school governance, organizational learning in schools and life/professional careers of school leaders. He is author and co-author of a variety of domestic and foreign publications and has been editor-in-chief of the journal *Studia paedagogica* since 2009. Currently, he is also board member of ENIRDELM (European Network for Improving Research and Development in Educational Leadership and Management).

Bohumíra Lazarová works as an associate professor at the Department of Educational Sciences, Faculty of Arts, Masaryk University. Her main focus is on teachers' professional development, mentoring, and school counseling. She is a co-founder of the Czech Association of Mentoring in Education and acts as a trainer in courses for mentors of teachers and headteachers (see <https://www.phil.muni.cz/en/about-us/faculty-staff/2201-bohumira-lazarova>).

Jukka Alava is former director and emeritus professor of The Institute of Educational Leadership in The University of Jyväskylä. He earned his PhD degree at The University of Kentucky. He has been an adjunct professor at East China Normal University and a visiting professor at the University of Pretoria. His research interest and focus in training are school leadership, educational change and development, organizational change and learning, strategic change, and organizational culture. He has lectured in several universities and he has been a consultant to over 200 major organizations in Europe, Chile, China, Croatia, Nepal, Serbia, South Africa, USA. As the CEO and senior consultant of Didactica Consulting he has developed several frameworks, instruments and technologies to be used in training and consulting. He has published several articles and book chapters in managing and leading change in schools.

Tibor Baráth graduated at MSc level as a Mathematics and Physics teacher and took his Doctor's degree in Mathematics in 1986. He took part in leadership and expert training programs offered by the Netherlands School of Educational Management (NSO) and University of Amsterdam (UvA) in Holland. He has acted as the director of the Hungarian-Netherlands School of Educational Management (HUNSEM) at the University of Szeged from 1998. He led the development of several MA level training programs for directors and experts in education. He is a change manager (PricewaterhouseCoopers) and quality assurance adviser. His specific field is leadership, organizational and human resource development. He was involved – as leader or leading expert – in 10 national and 11 international programs in the field of education. He takes an active role in the European Network for Improving Research and Development in Educational Leadership and Management. He established a team – called Learning Experience Laboratory – for researching and improving the learning in HE institutions. He is involved as board member of three tracks of the Applied Human Factors and Ergonomics and Affiliated Conferences. He is an invited editor for different journals and books.

László Horváth, PhD, is an assistant professor at ELTE Eötvös Loránd University (Hungary) Institute of Education. He has an MSc degree in economics (leadership and management) and an MA degree in adult education (andragogy). Currently he is working in a state-funded research project concerned with the emergence and diffusion of local innovations in education. Previously he was engaged in several national and international public and higher education development projects. His research interests are higher

education management, learning organization, knowledge management and educational innovations.

Attila Nóbik is an associate professor at the Institute of Special Education, University of Szeged. He graduated as a history teacher. He defended his doctoral thesis in 2011 and completed his habilitation in 2018. His research interests are: content regulation in Hungarian education, history of childhood, professionalization of elementary teaching, and the history of schooling. He participated in various educational leadership programmes as trainer and developer.

Éva Verderber is a PhD candidate at the Doctoral School of Education at the Faculty of Education and Psychology, ELTE. Her main research interest focuses on the effect of school leaders' reflective thinking on the organizational learning process and organizational reflective capacity. She is a soft skill trainer who has experience in developing training programmes; she also took part in several institutional development projects. Now she is leading a Regional Teacher Training Center at ELTE within a European Union Project which focuses on decreasing early drop out from Hungarian schools.

Biljana Maslovarić has over 25 years of experience of working in education, as follows: from 1992 to 1998, she was hired as a professor of social sciences. From 1998 to 2001 she was an employee of the Open Society Foundation/Open Society Institute – Representative Office in Montenegro. From 2001 to 2010 she was working as a coordinator of the Pedagogical Center of Montenegro (PCMNE). Since 2012 she has been the executive director of the Pedagogical Center of Montenegro. In 2007 she obtained an MA in Management in Education at Faculty of Philosophy, University of Novi Sad. In 2009 she earned her PhD in Management in Education with the thesis "Democratic Education and the Role of Teachers in Forming a Democratic Attitude of Students". In 2007 she took the position of a teaching associate at the Faculty of Philosophy. She was appointed assistant professor by the Senate of the University of Montenegro in 2011 and from 2016 she was re-appointed for a period of five years. She has been serving as a Deputy Dean for Science and International Relations at the Faculty from 2014.

Jelena Ivanović, MA, completed her Bachelor's and Specialist's degree at the Department of Pedagogy, Faculty of Philosophy, the University of Montenegro, on time, with the highest mark. She defended her graduation thesis,

entitled “Models of identifying gifted children in elementary schools”. In the academic year 2017/18, she enrolled in the postgraduate studies at the University of Montenegro, and defended her master’s thesis entitled “Models of identifying and encouraging gifted children in the third cycle of elementary schools”. She took part in a literacy volunteer campaign for RAE students in Konik refugee camp. She participated in the International Pedagogy conference “Innovations in teaching”, which was held on May 2016 in Novi Sad. Since January 2018, she has been engaged as a teaching assistant at Study program for Pedagogy, Study program for Preschool education and Study program for Teacher education.

Konstantin Petkovski is a full time professor at St. Kliment Ohridski University, Bitola, Republic of North Macedonia. His professional experience is also as school director, deputy director of Bureau for development of education, head of commission for school directors’ examination. His key qualifications are as researcher, consultant and trainer in educational management, HRM, VET and Entrepreneurship. He has experience in leading national projects and is an expert in international projects.

Zoran Hristovski obtained a master’s degree in MHR with the thesis “Management of generational differences and characteristics in the behavior of human resources in function of the school performance”. Currently he is a primary school Principal. He has experience as a trainer in courses: Teacher training for the subject of computer work, MRCSO, BRO; Professional competences among directors, professional associates and teachers at schools and developing a personal plan for professional development, Coaching – N.

Jelena Teodorović is an associate professor at the Faculty of Education in Jagodina, University of Kragujevac, Serbia. She is the head of the Education policy master programme and Leadership in education master programme. She obtained her doctorate in education policy with a focus on international education from the George Washington University, USA. Jelena recently led two international projects in education: Comenius project “Improving educational effectiveness of primary schools (IEEPS)” and TEMPUS project “Master program in Educational Leadership (EdLead)”. She was one of the editors of the handbook *Steering the quality of work of educational institutions – Handbook for principals*. Her professional interests are: leadership in education, teacher quality, educational effectiveness, and education policy.

Slavica Ševkušić, senior research associate, is employed at the Institute for Educational Research in Belgrade, Serbia. She is also a lecturer for doctoral studies at the Faculty of Education in Jagodina, University of Kragujevac, Serbia (course of qualitative methodology). During more than 30 years working in the field of education, Slavica has been involved in numerous national and international projects. She was the research team leader in the TEMPUS project “Master program in Educational Leadership – EdLead” (2013–2017). Within the framework of this project, she was the president of Programme Committee of the international scientific conference “Challenges and dilemmas of professional development of teachers and leaders in education”, held in Belgrade in 2015. She was one of the editors of the handbook *Steering the quality of work of educational institutions – Handbook for principals*. In 2016/2017, she was a member of the Working Group in the Ministry of Education of the Republic of Serbia for preparation of program proposals and training scenarios for principals of educational institutions and draft regulations that will address all issues of importance for training, examination and acquisition of a principal’s license. From 2009 to the present she has been the Editor-in-Chief of the *Journal of the Institute for Educational Research*, an international scientific journal (indexed in Scopus, ESCI-WoS, etc).

Dušica Malinić is a research associate at the Institute for Educational Research, Belgrade, Serbia. She has a PhD in education from the University of Belgrade. Her main focus is on the causes of students’ academic failure, teachers’ pedagogical and methodical competence, and leadership in education. She was involved in several national and international projects in the field of education. From 2012 she has been the head of a subproject „Accessibility, Justice and Participation in Education“ within the national project „Improving the Quality and Accessibility of Education in the Process of Modernization of Serbia“. She participated in the TEMPUS project “Master program in Educational Leadership – EdLead” (2013–2017) as a member of the research team. She was one of the editors of the handbook *Steering the quality of work of educational institutions – Handbook for principals*. Dušica was a member of the Working Groups for the preparation of the document “Framework for the National Curriculum” (2017) and for the Revision of the standards and indicators for the quality of the work of educational institutions (2017–2018).

Jasmina Đelić, BA in Pedagogy, is head of the Department for Monitoring and External Evaluation of the Quality of Elementary Schools and Pre-School Institutions at the Ministry of Education, Science and Technological

Development of the Republic of Serbia. Ten-year-long experience in the development and implementation of the national framework for the quality of education. Participation in the development of standards and indicators for the quality of schools and pre-school institutions. Head of numerous projects for the development of evaluation and self-evaluation methodology in education. Head of the team for the establishment and implementation of the system for licencing directors of elementary schools and pre-school institutions, and the development of training programmes for leadership in elementary schools and pre-school institutions.

Alena Hašková is a professor of Technology of Education. She works at the Faculty of Education, Constantine the Philosopher University in Nitra (Slovakia). Her primary interests are methodology of teaching, IT applications in education, development of educational environments and their use for specific purposes, and optimization of school management and school leadership. She acts as an expert in both national and international committees aimed at research in education. She regularly contributes with articles to the national and international journals dedicated to the topic of education. From her rich publication activity 46 publications have been indexed in WoS and 38 in Scopus database. Besides that, she is the author of several monographs or chapters in monographs and textbooks in the area of pedagogy. From those focused on school leadership the most outstanding are “The Role of School Leadership in the Improvement of Learning” (M. Schratz et al.; Budapest, Tempus Public Foundation, 2009) and “The Competences of School Leaders and the Impact of School Reform on Their Positions” (A. Hašková & M. PISOŇOVÁ, In *Progress in Education*; New York, Nova Science Publishers, 2019).

Majda Cencič is a professor of didactics at the University of Primorska, Faculty of Education in Koper, Slovenia. She deals with a variety of educational topics such as school space, teaching methods, quality and evaluation, reflexive teaching, etc. Since 2011 she has also been involved in researching leadership in educational institutions. In 2011 she was invited to participate in the international Lifelong Learning Programme titled “European Policy Network on School Leadership” (2011–2014) with FORTH (Foundation for Research and Technology) of Heraklion, Crete (Greece) as the leading partner. From 2014 to 2016 she participated in the Erasmus+ project “Entrepreneurial Competences for School Leadership Teams” (EC4SLT). Given the above, her main interests are in the areas of ethical leadership, competences, and roles of school heads, influence of school heads on the creativity of teachers,

and the like. In 2014 she edited – jointly with her colleague Dr Justina Erčulj – the fourth thematic issue of *Journal of Contemporary Educational Studies*, titled “Leadership in Education”. Majda Cencič is also involved in the activities of the Slovenian National School for Leadership in Education in the programme “Managing and Leading Innovative Learning Environments”. Since 2016 she has been a member of the editorial board of the journal *Leadership in Education*.

Justina Erčulj has been working in education for almost 40 years. Since 1996 she has been employed in the National School for Leadership in Education as a lecturer and lately as a programme and project developer. She has been involved in the development of several programmes for head teachers, such as the programme for headship licence, mentoring newly appointed head teachers, head teachers’ learning networks, etc. From 2016 on she has been coordinating an extensive national project “Leading and managing Innovative Learning Environments”. She has also coordinated or participated in international projects aimed at support for head teachers. At the moment she has been the lead Slovenian partner in Erasmus+ project “Leading Learning by Networking”. Beside this, she has also been a member of national project POGUM aimed at the development of entrepreneurship competencies of primary school head teachers. Her main interests are in the areas of head teachers’ lifelong learning programmes at different stages of their professional career. She is also interested in closer cooperation between schools, business companies, and different actors in schools’ environment. Therefore she has been searching for new ways of professional development that would help head teachers perform their role more effectively. She has been a member of several editorial boards of professional journals for teachers and head teachers in Slovenia.

AUTHORS' INDEX

A

Agić, H., 33, 36, 38, 39, 41, 42
 Alava, J., 97, 98, 99
 Aleksova, M., 149
 Alfirević, N., 72, 73, 74
 Ali, A. K., 123
 Alibabić, Š., 170
 Amanchukwu, R., 48
 Anderson, S., 164
 Andevski, M., 72
 Anđić, D., 76
 Angerer, S., 23
 Anka, Á., 124
 Armstrong, A., 123
 Arnold, R., 136
 Arsenijević, J., 72
 Avdić, A., 39
 Avguštin, P., 222
 Avramović, Z., 169, 172
 Ažić Bastalić, A., 74
 Ažman, T., 217

B

Bajrić, A., 39
 Balázs, É., 115
 Baráth, T., 124, 128
 Barber, M., 175
 Bass, B. M., 39
 Beavin Bavelas, J., 21
 Bell, L., 33, 36, 37
 Beño, M., 190
 Beycioglu, K., 138
 Bilankov, M., 65
 Biott, C., 19
 Bitterová, M., 192, 194
 Blažević, I., 71
 Bocsi, V., 114

Bodroža, B., 177
 Bohony, P., 198
 Bolden, R., 33
 Bouda, T., 95
 Boudová, S., 95
 Brečka, P., 198
 Bredeson, P., 136
 Breit, S., 23
 Brunclíková, Z., 198
 Bryk, A. S., 18
 Buchberger, I., 33, 70, 73, 74
 Buhač, Lj., 70
 Burcar, Ž., 71
 Bush, T., 33, 36, 37, 38, 44, 45, 48, 197

C

Cameron, K., 123, 124, 125, 126, 127
 Čelinák, Š., 198
 Cencić M., 219
 Cheng, Y. Ch., 197
 Clark, M., 175
 Cseh, Gy., 124

D

Damjanović, P., 34
 Dampster, N., 223
 Delors, J., 32
 Dempster, N., 208
 Devos, G., 25
 Dewe, B., 20
 Đaković, O., 73
 Đerić, I., 177
 Đurišić-Bojanović, M., 169, 170, 172
 Dougherty, P., 162
 Drandić, B., 63, 66, 68, 75
 Drucker, P., 43, 136

Dubs, R., 15
 Džinović, V., 171, 172

E

Eger, L., 198
 Ender, B., 31, 32
 Erätuuli, M., 104
 Erčulj, J., 36, 42, 214, 215, 216, 217
 Everard, B., 37

F

Faerman, S. R., 126
 Fazekas, Á., 124
 Fegeš, K., 72
 Fend, H., 14
 Firestone, W. A., 23
 Fischer, W., 19
 Foley, P., 123
 Fráterová, Z., 198
 Fullan, M. G., 38, 42

G

Gajger, V., 72, 74
 Gajić, O., 138
 Garvin, D. A., 123
 George, A. C., 23
 Glatter, R., 33,
 Glover, D., 48, 197
 Goljat Prelogar, L., 214, 215, 216, 217
 Gonzalez, R. A., 23
 Gregorzewski, M., 19
 Gros-Ophoff, J., 27

H

Hafner, H., 24
 Halasz, G. 115
 Halilović, H., 39
 Halinger, P., 164
 Halttunen, I., 97, 98

Harju-Luukkainen, H., 100
 Harris, A., 38
 Harrison, C., 57
 Hartmann, M., 21, 22, 25
 Hasanović, H., 38, 39, 42
 Hašková, A., 192, 194
 Heck, R., 164, 178
 Heilinger, A., 136
 Hellström, M., 101, 104, 106, 108
 Helmke, A., 22, 23
 Hentschke, G. C., 219
 Herich, J., 190
 Hersey, P., 38, 39
 Hitrec, S., 65
 Hlousková, L., 123
 Hofbauer, C., 29
 Hoi Lee, T. T., 197
 Holečková, A., 95
 Hopkins, D., 192
 Horn, D., 115
 Horvárhová, K., 197
 Horváth, L., 124
 Hosenfeld, I., 27
 Hruzíková, Z., 198
 Hučín, J., 95
 Huseinagić, E., 38, 39

I

Iby, M., 22
 Ingersoll, R., 162
 Isaković, Z., 38
 Isosomppi, L., 98
 Ivanović, S., 172
 Ivanuš Grmek, M., 80

J

Jackson, D., 21, 109
 Jahić, M., 39
 Janík, T., 95
 Janković, M., 72
 Jantzi, D., 46
 Jašić, S., 137

Javornik Krečić, M., 80
 Jelovac, G., 137
 Joshevska, F., 150
 Jukić, D., 72
 Jurić, V., 70

K

Kanervio, P., 104
 Kašparová, V., 90, 91, 92
 Käufer, K., 15
 Kemethofer, D., 21, 23
 Kendelić, S., 71
 Kézy, Zs., 124
 Khan, I., 48
 Killion, J., 57
 Kirkham, G. A., 18, 19, 122, 192
 Kirveskari, T., 98
 Kitzberger, J., 192
 Knežević, Z., 138
 Koch, U., 23
 Ko, J., 197
 Kotur, J., 217
 Kovač, V., 70, 72, 73, 74
 Kovács, A., 129
 Kozák, A., 114
 Kozina, A., 80
 Kozma, T., 116
 Krenn, S., 28
 Kriviradeva, B., 55
 Kubr, M., 215
 Kunnari, E., 104

L

Laasila, S., 101
 Lahtero, T., 103, 104
 Lalovic, Z., 138
 Lančarič, D., 197
 Lašek, J., 92, 93
 Laššák, V., 197
 Lazarová, B., 92, 93, 94, 123
 Lehtinen, T., 101
 Lehtisalo, L., 97
 Leino, J., 104

Leithwood, K., 38, 46, 164, 197
 Leko, I., 62
 Lhotková, I., 91, 192
 Lintonen, P., 103, 105, 107, 108
 Lipponen, M., 103, 108
 Liusvaara, L., 104
 Louis, K. S., 164
 Lovšin, M., 222
 Lukas, J., 92

M

MacBeath, J., 208
 Mäkelä, A., 105
 Mäkinen, J., 102, 103, 105, 107, 108
 Maksić, S., 169, 170, 172
 Male, T., 208
 Malić, J., 62
 Malinić, D., 171, 172, 175
 Matijević-Šimić, D., 71
 Maxwell, J. C., 47, 48, 56, 57
 Meador, D., 136
 Menyhárt, A., 124
 Mihanović, Z., 76
 Milenković, S., 34
 Milin, V., 177
 Miljević-Ridički, R., 73
 Mitchelmore, S., 211, 220
 Mlinarević, V., 72, 74
 Moilanen, R., 99
 Moorman, H., 19, 22, 29, 192, 198
 Móré, M., 114
 Morris, G., 37
 Morrison, K., 33, 37
 Morrow, J. R., 109
 Mrnjaus, K., 70
 Mršulja, N., 137, 148
 Mulford, B., 123, 128
 Munk, M., 198
 Mustonen, K., 98

N

Najvar, P., 95
Nawaz, A., 48
Nikki, M. L., 98
Nissinen, K., 100
Nkengbeza, D., 109
Northouse, P. G., 39
Novotny, P., 96, 123
Nusche, D., 29, 192, 198

O

Obdržálek, Z., 191
O'Donoghue, T., 172
Ololube, N. P., 48
Ouchi, W. G., 126

P

Pahić, T., 73
Palaiologou, I., 208
Pant, H. A., 30
Paseka, A., 20
Pashiardis, P., 138
Pastuović, N., 64
Paukkuri, E., 105
Pavičić, J., 72, 74
Pavlović, M., 173
Peček, P., 222
Peko, A., 71, 72, 74
Pelivanova, G., 150
Pesonen, J., 105
Petković, S., 72
Petkovski, K., 149, 150
Petrović, D. S., 170
Petz, B., 33
Petzold, K., 19
Pirolt, R., 24
Pisoňová, M., 191, 192
Píšová, M., 95
Plitzová, H., 83
Pol, M., 86, 89, 90, 93, 123, 128
Poláchová Vašátková, J., 95

Polák, J., 191
Pont, B., 29, 192
Pool, S., 19
Potužníková, E., 95
Pulkkinen, S., 104

Q

Quinn, E. R., 123, 124, 125, 126, 127

R

Raasumaa, V., 108, 109
Radeka, I., 71
Radišić, J., 171, 172
Radnitzky, E., 22
Radoslavova, M., 48, 57
Rafajac, B., 73
Rahm, S., 19, 22
Raivola, R., 97
Raković, J., 172
Rauch, F., 19
Rauscher, E., 28
Relja, R., 72
Revai, N., 18, 19, 122, 192
Ribbins, P., 33
Richter, D., 30
Riemann, F., 21
Risku, M., 97, 98, 104, 109
Ristić, Ž., 34
Robbins, S. P., 33
Rogić, A. M., 73
Roncelli Vauput, S., 43
Rösler, L., 29
Rowley, J., 211, 220
Rukavina Kovačević, K., 73
Rýdl, K., 198

S

Sajko, L., 70
Scharmer, O. C., 15, 21, 22
Schildkamp, K., 29
Schleicher, A., 214

Schley, V., 21
 Schley, W., 19, 21, 22, 27
 Schliesing, A., 30
 Schmid, K., 24
 Schratz, M., 12, 14, 15, 19, 20, 21, 22, 23, 24, 25
 Schreiner, C., 23
 Schrittmesser, I., 18
 Schwarz, J., 23, 24
 Seashore, K. L., 26
 Sedláček, M., 92, 93, 95, 96, 123
 Senge, P. M., 15, 20, 29, 123
 Sergiovanni, J. T., 38
 Ševců, M., 95
 Ševkušić, S., 171, 172, 175
 Silins, H., 123, 128
 Šimčáková, L., 190
 Šimková, Z., 197
 Simon, T., 129
 Sipos, J., 124
 Sirinides, P., 162
 Sitášová, Z., 198
 Škunca, D., 34
 Slavić, A., 73, 74
 Smallwood, W. N., 21
 Smeds-Nylund, A-S., 97, 100
 Sorić, I., 71, 80
 Soukup, P., 95
 Southworth, G., 211
 Spajić, B., 72
 Stanić, I., 71
 Staničić, S., 62, 63, 65, 66, 70, 72, 75, 136
 Stanković, D., 171, 172, 177
 Stanley, G. J., 48
 Steinbach, R., 46
 Steinkellner, H., 22
 Štemberger, T., 219
 Stenvall, J., 107
 Stoll, L., 19, 22, 29
 Stolt, S., 100
 Strakoš, J., 198
 Strittmatter, A., 32
 Strugar, V., 64
 Sundqvist, R., 97, 100

Sunko, E., 73
 Suša, B., 34
 Szabó, I., 115, 116
 Szebedy, T., 116

T

Tavčar, I. M., 33
 Teikari, K., 104
 Temperley, J., 109
 Teodorović, J., 171, 172, 175, 177
 Terhart, E., 22
 Thomann, C., 21
 Thompson, M. P., 126
 Tian, M., 104
 Tóblová, E., 198
 Townsend, T., 27
 Trnková, K., 95
 Trojan, V., 95, 192
 Trojanová, I., 198

U

Uljens, M., 97, 100, 101, 102, 105, 106, 109
 Ulrich, D., 21
 Urbánek, P., 92

V

Van Velzen, B., 26
 Varga, R., 71
 Velichkov, A., 48, 57
 Verderber, É., 124
 Veselková, J., 198
 Vettenranta, J., 100
 Vican, D., 71, 72, 73, 74
 Virtanen, P., 107
 Vizek Vidović, V., 73
 Vršnik Perše, T., 70
 Vujisić, B., 137
 Vulkko, E., 104
 Vuohijoki, T., 103

W

Wahlstrom, K., 164
Watzlawick, P., 21
Wenström, S., 104
West-Burnham, J., 36, 37
Whelan, F., 175
Whitaker, K., 192
Wiesner, C., 14, 17, 19, 20, 21, 22, 23
Wilkins, A. L., 126
Wu, N., 126
Wurster, S., 22, 23

Y

Yu, T., 126

Z

Zarins, S., 123, 128
Zavašnik, M., 222
Zenger, J., 21
Zrilić, S., 72
Žunić-Pavlović, V., 173



Slavica Ševkušić



Dušica Malinić



Jelena Teodorović

There are good arguments in favour of a publication about the development and current status of leadership in education in the context of the education policy and practice of Eastern and Central Europe. Indeed, compared to publications about educational leadership in Western Europe and Anglo-Saxon countries, there is a gap in knowledge... *Leadership in education - Initiatives and trends in selected European countries* reflects in a clear and readable manner the many developments and challenges of educational leadership in the selected countries and the work of many people who are committed to the scientific study of this field and to the development of schools and educational leaders.

Prof. Em. Dr. Eric Verbiest, University of Antwerp, Belgium

It is a great idea that the Institute for Educational Research, Belgrade, Serbia, Faculty of Education, University of Kragujevac, Jagodina, Serbia, and Hungarian-Netherlands School of Educational Management, University of Szeged, Hungary, have taken the idea to create very acute and topical material for education, school leaders and policy makers, and not only them: it is also very useful for students in higher educational institutions studying programmes of educational management and teacher education. This book gives us insight not only into educational leadership, but also the policy of education, the system of education, and vision of the future of the development of educational leadership.

Prof. Paed. Dr. Ilze Ivanova, University of Latvia, Latvia

The book reviewed here presents a range of qualities. The first of these is its cognitive value. The texts collected in the publication create a multi-voice and thus a rich picture of the experiences gathered during the process of development of leadership in education in selected European countries. It happened thanks to the careful selection of authors and the quality of the texts they have prepared... The book provides intellectual tools to analyze what happens when we undertake the effort to carry out changes in social practice. The message of the book is to encourage further exploration, emphasizing the ambiguity, ambivalence, and complexity of educational leadership.

Prof. Dr. Henryk Mizerek, University of Warmia and Mazury in Olsztyn, Poland

ISBN 978-86-7447-149-4

