

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 SERBIA¹

Jelena Teodorović*

Faculty of Education, University of Kragujevac, Jagodina, Serbia

Slavica Ševkušić, Dušica Malinić

Institute for Educational Research, Belgrade, Serbia

Jasmina Đelić

Ministry of Education, Science and Technological Development, Belgrade, Serbia

Abstract. The paper deals with major aspects of educational leadership in Serbia. First, the legislative framework is presented which, in the last several years, has considerably focused on the roles and obligations of principals, as well as their formal training and licensing. Then, the findings of the research on principals' needs, problems and perspectives on leadership since 2000 are described. This section shows that principals are aware of the multitude of competencies that they need to have in order to professionally fulfill their duties, but that they also believe that many problems hamper them in their jobs: insufficient school funding, teacher employment policies, inconsistent legislation, poor selection procedures of principals, inadequate support from higher administrative levels and so on. Subsequently, the paper gives an overview of seminars, trainings and academic programs that comprise the current offering of professional development opportunities for principals. Among them, the master program developed within the Tempus project and the official state program developed by the Institute for the Improvement of Education are described in more detail. Finally, the authors present a set of recommendations for the improvement of educational leadership in Serbia.

Keywords: leadership in education, school principals, Serbia, professional development.

¹ Note: This article is the result of the projects "Improving the quality and accessibility of education in modernization processes in Serbia" (project number 47008) and "From encouraging initiative, cooperation and creativity in education to new roles and identities in society" (project number 179034), financially supported by Ministry of Education, Science and Technological Development of the Republic of Serbia (2011–2019).

INTRODUCTION

The demand for better and more efficient leadership in education has consistently been part of the educational reform programs throughout the world. At the beginning of the 21st century, the interest in this topic rose rapidly due to the widespread belief, based on research findings, that the achievement of pupils is significantly related to the quality of leadership. These findings show that the effects of leadership on learning are indirect and also that, among all the factors related to schooling, by its contribution to pupil achievement leadership is second only to the quality of teaching (Hallinger & Heck, 1996; Leithwood, Louis, Anderson & Wahlstrom, 2004).

During the last several years, significant strides have been made towards improving educational leadership in Serbia, from providing legal framework for development of educational leadership to providing training through professional development courses and preparatory programs to creating resources to support principals in their everyday endeavors. The aim of this paper is to present the most important initiatives and activities undertaken in this area. Also, based on the results of research, contemporary literature and experiences from other educational systems in which leadership in education is highly developed, we aim to formulate recommendations for further improvement of leadership in education in Serbia.

LEGISLATIVE FRAMEWORK

Several important documents regulate principalship in Serbia. Two main legislative pieces are the *Strategy of development of education in Serbia 2020* (2012) and the *Law on the basics of system of education* (2017). Other relevant documents are: *Standards of the competencies of principals of educational institutions* (2013), *Standards of the quality of work of educational institutions* (2018), and the *Rulebook on the training program and the license exam for the principals of educational institutions* (2018).

The *Strategy* declares that principals have a key role in ensuring the proper functioning of educational institutions, quality of work in the institutions, quality of teaching and learning, and quality of pupil achievement. It also states that the following actions need to be undertaken in order to improve principalship (*Strategy of development of education in Serbia 2020*, 2012): 1) depoliticize the selection of principals, as political parties often influence the selection and work of principals, neglecting professional criteria and standards; 2) make the legislative documents more precise in

the area of principalship, especially stressing the role of the principal as a pedagogical leader of the institution; 3) create the preparatory training for principals and, when selecting candidates for principalship, take into consideration their training success and previous professional experiences; also create a system of continuous professional development for principals; 4) devise the evaluation system for principals, where evaluation is to be based on success of a principal's professional development, success and standing of his/her institution, performance of the institution in external evaluation, and pupils' perception of the principal's success. Also, the *Strategy* stresses that the selection of principals is done at school and principals are selected by the teachers in school on the basis of their program proposal. While the *Strategy* clearly states the importance of principals in the education system and the need to improve their quality, it somewhat fails to more clearly and concretely delineate principals' roles. Furthermore, action plans that were derived from the *Strategy* did not include any activities related to principals.

According to the *Law on the basics of system of education* (2017) the principal is responsible for legality of the work and successful functioning of the entire institution. The principal is accountable to the school board and the minister. The *Law* lists 23 principal's duties which can roughly be categorized into four areas: 1) school's pedagogical activities; 2) financial, legal and administrative activities; 3) school quality activities, and 4) cooperation with various stakeholders. There are numerous reasons for which the minister can dismiss the principal from his/her principalship, from failing to maintain necessary documentation of the institution to being unable to ensure that the institution fulfills all the educational programs to disobeying the orders of the higher authorities (Article 126, ZOSOV, *Sl. glasnik RS*, br. 88/2017 and 27/2018).

In Serbia, principals should satisfy the following requirements: 1) pre-2005, a 4-year bachelor degree or post-2005, master degree; in both cases the bachelor degree needs to fit with the type of school in which one wants to be a principal², 2) a license for a teacher or school counselor, 3) principal's training and license, and 4) at least eight years of working experience in school as a teacher or school counselor (*Law on the basics of system of education*, 2017). The principal's license has to be obtained up to two years after being appointed principal. As of this point, the license is designed as permanent,

² This means that a teacher of mechanics (with a bachelor degree in mechanical engineering) in the vocational high school cannot become a principal of elementary school or pre-school, or that a classroom teacher (with a bachelor degree in classroom teaching) cannot become a principal of either academic or vocational high school or pre-school.

except when the principal has been charged for infractions regarding discrimination, violence, political activity in school and similar infractions.

The principal is selected after an open invitation has been issued by the school board. Candidates apply directly to the school. The school board forms an in-school commission which reviews the candidates' documentation and fulfillment of legal requirements, interviews the candidates and obtains opinions of the candidates from the school's teachers' council. If the candidate has previously been the principal, the commission is supposed to take into account their prior work as judged by the regional school authority's education counselor. The commission submits its report on the candidates to the school board, which then deliberates on and makes its selection of a candidate and submits this to the ministry. The minister has the final say in confirmation/refusal of the school's selection and is not obliged to select the school's preferred candidate (*Law on the basics of system of education, 2017*).

The principal is selected for four years. Principals can apply for an unlimited number of mandates, but their prior position in school is held for two mandates. After two mandates, if a principal is not selected for any consequent mandate or no longer wants to be a principal, s/he is offered available teaching position in the system or, if there is no such position, is treated the same way as other employees who are no longer needed³ (*Law on the basics of system of education, 2017*).

In comparison to the previous laws on the basics of education system, the *Law* of 2017 specifies elements of the quality of education in the Republic of Serbia (a total of 13), two of which directly refer to principals' competencies and principals' professional development, thus giving more importance to principalship than before. However, in comparison to previous laws, the education system became more centralized. In the area of principalship, this is apparent in that: 1) the *Standards of the competencies of principals of educational institutions* (see below) are no longer adopted by the National Education Council (NEC), but the minister, and 2) the minister appoints a principal, whereas before the minister only approved the school board's decision on the candidate. In comparison to the pre-2017 situation, the length of work experience prior to becoming a principal increased from five to eight years, and the principal's previous job became secure for two principal's mandates instead of one. Finally, in the earlier versions of the law, the principals' obligations were presented in 11 items, while in the 2017 *Law*, there are even 23 items listing principals' duties.

³ This usually means becoming redundant, a 'technological surplus', who either gets other duties within the system or is dismissed with an appropriate severance package.

In 2013 the NEC adopted *Standards of the competencies of principals of educational institutions*, which were created by the National Institute for Improvement of Education – IIE (*Sl. glasnik RS*, br. 38/2013). The latter is also in charge of preparation and realization of the training for principals and the licensing exam for principals (*Law on the basics of system of education*, 2017). The Standards consist of six areas shown in Table 1.

Table 1. Standards of the competencies of principals of educational institutions

1.	Leading the educational processes in school
2.	Planning, organizing and controlling the work of the institution
3.	Monitoring and improving the work of employees
4.	Developing cooperation with parents/guardians, school board, representative union and community
5.	Financial and administrative management of the work of the institution
6.	Ensuring the legality of the work of the institution

Each of these areas contains numerous indicators which detail the key activities for which the principal must be qualified as to successfully lead the institution and ensure the achievement of its goals. The purpose of the *Standards* is to ensure and improve the quality of work of principals, thus contributing to the achievement of general outcomes of education and training defined by law (*Standards of the competencies of principals of educational institutions*, 2013). *Standards* primarily serve as the basis for the development of principal training, license exam and self-evaluation of principals.

Standards of the quality of work of educational institutions, enacted in 2018, which are used in self-evaluation and external evaluation of educational institutions, contain one Standard area – Organization of schoolwork and human and material resource management – which is usually taken to assess principals' work. The standards in this Standard area are presented in Table 2.

Table 2. Standards of Area of quality No. 6

1.	Leadership of the principal is in the function of improving the work of the school.
2.	The school operates a system for monitoring and evaluating the quality of work.
3.	Leadership of the principal enables the development of the school.
4.	Human resources are in the function of the quality of school work.
5.	Material and technical resources are used functionally.
6.	The school supports initiative and develops entrepreneurial spirit.

The *Standards* represent a revision of an earlier version of Standards from 2012 (*Sl. glasnik RS*, br. 7/2011 and 68/2012). No school has yet been evaluated using this new set of standards.

Finally, the newest document regulating the principalship in Serbia is the *Rulebook on the training program and the license exam for the principals of educational institutions* (2018). The *Rulebook* details the training program in accordance with the *Standards of the competencies of principals of educational institutions*, training providers, method of realization, method and procedure of taking the exam, assessment of the exam, and other topics. The program lasts between two and 13 days and is delivered in two ways: interactive face-to-face training in groups of up to 30 participants (up to four days) and individual online training (up to nine days). The *Rulebook* specifies different training for the following categories of candidates:

1. Principals of successful schools (those with the highest mark, i.e., with mark 4 on external evaluation⁴ or those with mark 3, but with areas referring to principal's work marked with a 4) with at least six years of principalship experience: two days of face-to-face training;
2. Principals of less successful schools (those with lower marks on external evaluation), principals with less than six years of principalship experience, and principal "trainees" (teachers and counselors who wish to obtain a principal license): four days of face-to-face and nine days of individual online training;

⁴ This is the mark for the quality of work of the institution obtained against *Standards of the quality of work of educational institutions*.

3. Principals who have a master, specialist, or doctoral degree in the field of education policy, management in education, or leadership in education: two days of face-to-face training and up to nine days of individual online training, depending on the judgement of the commission.

After finishing the training program, candidates prepare a portfolio documenting their competencies and report on the research they have undertaken in their institution. Portfolios and reports are presented before a commission appointed by the minister or provincial secretary and consisting of the Ministry of Education, Science and Technological Development (MESTD), IIE and Institute for Education Quality and Evaluation (IEQE) representatives.

CURRENT STATE OF EDUCATIONAL LEADERSHIP

Overview of research on educational leadership in Serbia

For the purpose of this paper, a review of relevant research conducted since 2000 to date has been provided. We selected those studies which were aimed at examining the problems that principals face in practice, their roles and tasks in the school context, and the competencies they need to successfully accomplish their function.

In the study about attitudes of primary and secondary school principals in Serbia towards important aspects of their work such as development planning, building the image of the school, organization of work, and the role of principals as managers, the authors concluded that principals were aware that they needed a high level of professional and social competence, and that they were ready to professionally improve themselves (Maksić, Đurišić-Bojanović & Avramović, 2002). In the opinion of the respondents, it was important that the school principal be a role model for associates, have a high level of work energy, be well informed, possess good skills for communication and conflict resolution, be persistent in the implementation of decisions, clear in his demands, and have high moral integrity.

In the framework of the international TIMSS study (2003 and 2007), primary school principals in Serbia assessed how much time they devoted to different roles and tasks. In the TIMSS 2003 research, the results showed that they mostly dealt with the instructional leadership, to a lesser degree with public relations and finance, then with administrative tasks, and least with monitoring and evaluating the work of teachers and other employees (Maksić & Đurišić-Bojanović, 2005). In comparison to 2003, in the second

cycle of research conducted in 2007, principals estimated that they were significantly more involved in administrative work and employee supervision, while they devoted significantly less time to pedagogical issues (Đurišić-Bojanović & Maksić, 2011). This finding was surprising because, since the educational reform began, schools were expected to have greater autonomy and the principal's focus was supposed to shift from the role of executor of centralized tasks to the role of leader and entrepreneur in the local community (Đurišić-Bojanović & Maksić, 2006).

In order to stimulate the professionalization of leaders in education, a survey of educational needs was conducted on a sample of 200 principals of primary and secondary schools in Serbia (Alibabić, 2007). A modified version of the Management Training Development Needs Analysis instrument, which has 35 items (activities of the school principal), was utilized. Respondents rated the weight, importance and frequency of these activities on 5-point Likert scales. According to the principals' assessments, for the 25 activities it was necessary to organize continuous formal and informal training, as the principals perceived them as difficult, important and frequent. Also, it was found that activities such as talks with students, employees and parents, pedagogical monitoring and counseling were highly ranked, which means that educational programs for principals, in addition to managerial, must include pedagogical knowledge and skills.

Within the international survey study TALIS 2013, issues of the professional preparation and development of primary school principals in Serbia were investigated on a sample of 186 principals (Petrović, 2015). The results indicated that professional preparation for school principals was not adequate. More precisely, most of principals in Serbia completed some form of accredited training for teachers, but a significantly smaller number of them completed training in the field of school administration or training for managers. Related to the principals' participation in different professional development activities (mentoring, research activities within professional networks, courses, conferences, etc.) in a year prior to this study, principals in Serbia were below the TALIS survey average. Also, nearly one quarter of principals did not participate in any professional development. Among the main obstacles, the principals stated the following: high cost of professional training programs, lack of incentives for participation in professional development activities, lack of suitable offers for professional development, and lack of support from employers.

Starting from the premise that in order to build support for the professional development of leaders in education it is necessary to first examine their real problems and needs, a mix-methods research was conducted within

the Tempus project “Master program in educational leadership” (EdLead) in 2014.⁵ The quantitative study focused on competencies of Serbian principals in the area of educational leadership. The sample consisted of 200 elementary and secondary school principals from different regions of Serbia. The questionnaire designed for this purpose contained 82 items using a 4-point Likert scale which was focused on principals’ perceptions in respect of: 1) how important they perceived specific tasks to be part of their overall duties; and 2) the extent to which they perceived the need to improve their competencies in order to perform each task more effectively. The items were based on the indicators found in *Standards of the competencies of principals of educational institutions*. The results indicated that over two-thirds of the principals perceived that all tasks specified in the questionnaire represented important professional duties of principals, and stated that they either *mostly* need or *very much* need to improve their knowledge and skills in these tasks (Teodorović, Ševkušić, Stanković, Radišić, Džinović & Malinić, 2015a; 2015b). It seemed that domains related to financial and operational management of the institution were the most worrisome for the principals (Radišić, Stanković & Malinić, 2015).

The aim of the qualitative research was to gain insight into the barriers faced by school principals in Serbia and the competencies they needed to improve their performance. The focus group method was applied with principals, teachers and school counselors from pre-schools, primary and secondary schools in Serbia (ten focus groups). Also, there were seven in-depth interviews with heads of the regional school authorities of the MESTD, IIE, IEQE and representatives of the local government. Results of the qualitative analysis indicated two broad categories of barriers to effective school leadership in Serbia: 1) barriers related to the system as a whole (insufficient and insecure school funding; employment policy and evaluation of teachers’ work; inadequate selection of school principals and lack of their continuing professional development; legislative issues; a mismatch between the work of higher-level educational institutions; negative image of educational institutions in society); and 2) barriers related to the school as an organization (that come from principals, teachers, parents and other school staff). The analysis of participants’ responses about competencies which school principals need to have for effective school leadership identified a large number of skills and knowledge in various fields: instructional leadership, development and management of human resources, organizational development, communication competencies, knowledge of the education system and education policies, law and administration, financial management, project

⁵ See more details on the TEMPUS EdLead project at: <http://edlead.pefja.kg.ac.rs/>.

management, establishing identity as a leader (Teodorović, Ševkušić, Stanković, Radišić, Džinović & Malinić, 2014).

One more qualitative study with 20 primary school principals in Serbia was undertaken (Raković, 2018; Raković, O'Donoghue & Clarke, 2019). The aim of the study (based on in-depth interviews) was to generate theory about the perspectives of principals on their work. Data was collected in 2015. The qualitative analyses of data generated three levels of their perspectives: macro, mezzo, and micro. At the macro/societal level, the biggest problem they recognized was poor selection procedures of principals. At the mezzo level, principals' perspectives included their views on governance in the education system and related issues of accountability and autonomy. They felt unsupported in the implementation of educational changes and lacked trust in the central authority. And, at the micro level, their perspectives included their own roles and professional learning. The principals thought that the education system in Serbia required them to unreflectively be the implementers of state policies and also entrepreneurs helping to provide funds for their schools. Also, principals stated that the expectation to be entrepreneurs was not sufficiently supported by adequate professional learning.

Based on research review, we can conclude that in the past two decades the principals of educational institutions in Serbia have pointed to some of the main obstacles for effective leading of schools, and that they expressed the need to improve their professional skills in order to successfully perform numerous and complex tasks and roles. However, the first initiatives related to the system support for professionalisation of principalship did not appear in Serbia before 2013.

Overview of preparatory programs and support activities for principals in Serbia

The first seminars for principals, as in-service training, emerged in the early 2000s, but they were not long-term⁶. The topics of the seminar were related to all the important aspects of the principals' work: organization and planning of work in the school, skills of successful communication, how to build a good image of the school, and how to incorporate entrepreneurship into the functioning of the school (Ivanović, 2000; Maksić, Đurišić-Bojanović & Avramović, 2002). In-service training programs for principals in the IIE's Catalog of the accredited programs since 2006 show that until the adoption

⁶ The analysis of pedagogical journals published in the period from 1950 to 2000 showed that topics dealing with leadership in education were of interest to researchers and practitioners in that period as well.

of the *Standards of the competencies of principals of educational institutions* in 2013, there were very few special training programs for principals, but that principals were mentioned as a target group in most in-service teacher programs. In the Catalog for the period 2014-2016, there were 16 programs in the field of “Leading, management and legislature”, three of which were intended exclusively for principals and deputy principals (Pavlović & Žunić-Pavlović, 2015).

In 2018, after the *Rulebook on the training program and the license exam for the principals of educational institutions* was enacted, and at the initiative of the MESTD, the IIE started designing official training for principals. The content of the program consists of several topics (modules) related to *Standards of the competencies of principals of educational institutions*. Additionally, training is envisioned to help principals prepare their portfolio and undertake research in their schools. The mandatory part of the portfolio consists of basic information about the candidate and evidence that his/her leadership is based on regulations, mainly on *Standards of the competencies of principals of educational institutions*. An optional part of portfolio presents specific knowledge, talents, interests, and achievements of the candidate. Topics appropriate for research that the candidates undertake are: analysis of candidate’s own work, analysis of candidate’s school’s work, current or planned projects, and candidate’s professional interests. Chosen topics needs to have practical relevance for candidate’s institution and should be in the function of development of quality of education improvement of work efficiency or increase in accountability of employees and pupils. A two-day pilot training for 362 category 1 principals (those with more than six years of principalship experience and the highest marks on their school’s external evaluation) was held in the period from November 2017 to October 2018. After the *Rulebook* was enacted, this training was recognized as formal training for this group of principals. Scenarios for additional training days (in-person and online) are being developed. Training for other categories of principals was planned to commence in September 2019. The first license exam was organized in November 2018, and all appointed principals are expected to pass a license exam by the end of 2021.

A master program “Leadership in education” was developed in 2016 as the main goal of the TEMPUS project EdLead.⁷ The program was based on the comprehensive needs analysis presented in the previous section, a review of educational leadership literature and extensive overview of preparation

⁷ The program was developed jointly by staff from four largest state universities in Serbia: University of Kragujevac, University of Belgrade, University of Novi Sad, and University of Niš, with valuable input from several other domestic and EU institutions, notably Institute of educational research from Belgrade, Serbia.

programs for principals around the world. The target group for the master program is mostly principals, but also vice-principals, school team leaders, school counselors, and employees in municipalities and regional school authorities. The master program was structured according to the three cycle system (60 ECTS) and consists of four mandatory courses: 1) Introduction to leadership in education; 2) Leading educational institutions; 3) Pedagogical leadership; and 4) Developing people in organization; and five elective courses (from which students select two): 5) Partnerships and communication; 6) Finances, law and administration in education; 7) Education policies and change management; 8) Educational systems in comparative perspective; and 9) Data and project management. There is also mandatory research practice, during which students carry out action research in their institutions. Finally, the master thesis focuses on the application of student knowledge and skills to relevant topics and problems in educational leadership. The courses are theoretically grounded, but are designed to be highly practical, interactive, and relevant to work in schools. Therefore, teaching methods consist of lectures, discussions, workshops, case studies, video clip analyses, text analyses, comparative analyses, practical assignments, etc. An important feature of the program is video-conferencing, which transmits lectures to remote locations.⁸ The program aims to improve principals' knowledge and skills for real life, but also to prepare them for the license exam. For example, half of the master program credits (30 ECTS contained in courses 2–6) equip students with competencies required by the *Standards of the competencies of principals of educational institutions*. Also, one of the course assignments helps students start to prepare their portfolio, while action research and the master's thesis help them with research needed for the license exam.

Along with the development of the master program, five professional development (PD) courses for principals were developed in the TEMPUS EdLead project, some of which were accredited by IIE. These PD courses are categorized as courses for professional development of teachers, educators and school counselors, not specifically for principals, as there is still no rule-book that defines what in-service training for principals should include. The training lasts from two to seven days and is focused on the following areas: Leading educational institutions, Developing of people in organizations, and Action research. PD courses were aimed to be as similar as possible to the select courses in the master program, so that they could be partly interchangeable. A total of 195 participants attended those PD courses throughout 2016 and 2017. A total of 33 days of PD courses was held. There were

⁸ Two identical master programs, one at University of Kragujevac and another at University of Novi Sad, were accredited in January 2016 and 55 students in total were enrolled at those two institutions in October 2016.

also 316 additional principals of schools with marks 1 or 2 on external evaluation who attended the PD course Leading educational institutions.

Finally, there were additional activities that supported and promoted the field of educational leadership in Serbia. We highlight some of those that were produced within the TEMPUS EdLead program: 1) a resource center was established – an online platform presenting international documents, laws and rulebooks, literature reviews and research findings, meant to help principals in their everyday work; 2) a policy brief was formulated for policymakers with clear and concise recommendations on the needed improvements in educational leadership in Serbia; 3) a handbook for principals titled *Steering the quality of work of educational institutions* was created, with articles giving overviews, practical tools and recommendations regarding some of the regular leadership obligations of principals (Ševkušić, Malinić & Teodorović, 2017).

VIEW TOWARD THE FUTURE

Although important strides were made toward improving educational leadership in Serbia during the last several years, there remain quite a few important undertakings to be considered in the future. These recommendations are based on contemporary literature on educational leadership, the practices of countries where leadership in education is highly developed, as well as on the results of research conducted in Serbia.

Initial training. State official initial training should be more extensive, with time in between training days to allow for practical application of what was learnt. The master program should receive state funding in order to continue to attract enthusiastic and motivated principals who desire a deeper study of educational leadership. Generally, master programs in education need to be recognized as a form of professional development of employees in education and thus be eligible for funding by local self-governments; this would significantly improve the current demand of professional development and enable more principals and other employees in education to partake in life-long learning.

Selection of principals. More stringent criteria for selection of principals should be defined in order to improve leadership in Serbian schools. Having such criteria dependent on qualifications and competencies would be one of the ways of reducing politicization of principalship. Talented teachers and school counselors should be actively recruited to become principals; in some countries (for example, in Singapore) this practice is an important

step toward successful principalship (Barber, Whelan & Clark, 2010). The recruitment could be done by the principals, local self-governments and/or regional school authorities. Motivated and effective teachers who are successful school team members should be groomed over the years and given increasingly more extensive duties in school, as well as preparatory training. There could even be a requirement in future of a person having to be a vice-principal prior to becoming a principal.

Induction with mentoring. Induction program needs to be prepared and implemented in schools with a new principal. Regional school authorities could select principal mentors – principals who are experienced, lead schools with the highest marks on external evaluation, and who have gone through mentorship training. These mentors could be recognized and motivated by the system through increased salary, enhanced leadership/career progression opportunities and/or reduction of the more mundane activities in school.

In-service training of principals is not yet established as there is still no rulebook that defines what in-service training for principals should include. Production of such a rulebook and creation of a pool of adequate PD courses aimed at principals should be a relatively easy accomplishment.

Career progression. There should be a serious contemplation in Serbia on how to retain and utilize the best principals in the system because there is no versatility of career path for principals: they can either apply to be re-selected in subsequent mandates or return to teaching. The most effective principals could progress toward becoming mentors to other principals, be assigned more difficult duties (such as leading low-achieving schools) or become resources for other schools, local self-governments and regional school authorities in a variety of important tasks (external evaluation, school development planning, formation of school teams, etc).

Attractiveness of the profession. Currently, the position of principal is not attractive because principals' salaries are low, obligations are many, and the profession does not have an established career ladder. In addition to raising salaries, distributed leadership should be made more formal, with more actors within the school (pedagogical teams, accountant, school secretary, school counselors) taking on more responsibilities. Establishing a variety of career paths for principals, such as described above, would also make principalship a more appealing profession.

Autonomy of schools. Research showed that principals need more autonomy to lead educational institutions. There are limitations in the area of financial, organizational and pedagogical autonomy of educational institutions in Serbia, and principals are not provided with sufficiently strong

leadership mechanisms that they could engage for the purpose of improving school performance. The recommendation for education policy would be to considerably enhance the autonomy of educational institutions in pedagogical, organizational and financial terms.

Accountability mechanisms. In spite of the recent developments in the area of licensing of the principals, there are still no strong professional criteria for the selection of principals and measurement and evaluation of their work, nor a defined and adequate system for rewarding and sanctioning principals for their achieved results. Likewise, principals claim that there is no accountability for teachers' work, which seriously hampers their ability to exercise their pedagogical function and stir improvements of teaching in schools (Teodorović, Stanković, Bodroža, Milin & Đerić, 2016). Even though there are mechanisms that principals can use to influence teachers (e.g., reduction of teacher's salary in certain situations), principals' perceptions indicate that the development of more sophisticated and well thought out accountability systems for principals and teachers should be among the priorities of the education policy in Serbia, while simultaneously developing adequate professional support for principals and teachers.

Democratization of school leadership. Bearing in mind that education itself is expected to shape new generations into responsible citizens who can build a functioning democratic and humane society, the democratic climate and democratic governance of schools are in this sense the utmost condition. The priority for education policy in this field should be to define, promote, and encourage such school structures, procedures and values that pose a democratic culture as the supreme value framework for the functioning of the entire education system, as well as any particular educational institution.

Keeping in mind that all actions and measures that are being implemented with the aim of improving the leadership practices in education should be evidence-based, research in this field should be intensified. Future research should, above all, focus on examining the effects of existing training, as well as on examining the satisfaction of the principals with the quality and usefulness of the training, in order to further improve them.

REFERENCES

- Alibabić, Š. (2007). Profesionalizacija menadžmenta u obrazovanju [Professionalization of management in education]. In Š. Alibabić, A. Pejatović (Eds.), *Andragogija na početku trećeg milenijuma* (3-12). Beograd: Institut za pedagogiju i andragogiju.
- Barber, M., Whelan, F. & Clark, M. (2010). *Capturing the leadership premium: how the world's top school systems are building leadership capacity for the future*. London: McKinsey and Company.
- Đurišić-Bojanović, M. & Maksić, S. (2006). Direktor škole – lider ili menadžer [School principal – leader or manager], *Nastava i vaspitanje*, 55(3), 337–348.
- Đurišić-Bojanović, M. & Maksić, S. (2011). Upravljanje školom, školska klima i postignuće učenika [School management, school climate and achievement]. In S. Gašić-Pavišić, D. Stanković. (Eds.), *TIMSS 2007 u Srbiji: rezultati međunarodnog istraživanja postignuća učenika 8. razreda osnovne škole iz matematike i prirodnih nauka*. Beograd: Institut za pedagoška istraživanja, 273–290.
- Halinger, P. & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research 1980–1995, *Educational Administration Quarterly*, 32, 5–44.
- Ivanović, S. (2000). Prvi seminar za direktore osnovnih škola [First seminar for primary school principals], *Direktor škole*, 3, 92–95.
- Leithwood, K., Louis, K., Anderson, S. & Wahlaström, K. (2004). *Review of research: How leadership influences student learning – learning from leadership project*. New York: Wallace Foundation.
- Maksić, S. & Đurišić-Bojanović, M. (2005). Direktori o kontekstu nastave i postignuće učenika [Principals on the context of teaching and achievement of students]. In R. Antonijević, D. Janjetović (Eds.), *TIMSS 2003 u Srbiji*. Beograd: Institut za pedagoška istraživanja, 249–269.
- Maksić, S., Đurišić-Bojanović, M. & Avramović, Z. (2002). Podsticanje preduzetničkog duha u upravljanju školom [Encouraging an entrepreneurial spirit in school management], *Nastava i vaspitanje*, 51(1–2), 75–89.
- Pavlović, M. & Žunić-Pavlović, V. (2015). In-service training programs for school principals. In S. Ševkušić, J. Radišić, D. Malinić (Eds.), *Challenges and dilemmas of professional development of teachers and leaders in education*, Book of Proceedings from XVIII International scientific conference “Educational research and school practice”, 27th 2015, Belgrade: Institute for Educational research, 229–233.
- Petrović, D. S. (2015). Professional preparation and professional development of primary school principals in Serbia. In S. Ševkušić, J. Radišić, D. Malinić (Eds.), *Challenges and dilemmas of professional development of teachers and leaders in education*, Book of Proceedings from XVIII International scientific conference “Educational research and school practice”, 27th 2015, Belgrade: Institute for Educational research, 203–207.

- Pravilnik o programu obuke i polaganju ispita za licencu za direktora ustanova obrazovanja i vaspitanja [Rulebook on the training program and the license exam for the principals of educational institutions] (2018). *Sl. glasnik RS*, br. 63/2018.
- Radišić, J., Stanković, D. & Malinić, D. (2015). Education of principals of preschool institutions, primary and secondary schools founded on evidences. In S. Ševkušić, J. Radišić, D. Malinić (Eds.), *Challenges and dilemmas of professional development of teachers and leaders in education*, Book of Proceedings from XVIII International scientific conference "Educational research and school practice", 27th 2015, Belgrade: Institute for Educational research, 196–198.
- Raković, J. (2018). *A study of leaders and leadership at the primary school level in the Republic of Serbia* (doctoral thesis). The University of Western Australia, Retrieved 1.3.2019. from https://api.research-repository.uwa.edu.au/portal-files/portal/33017918/THESIS_DOCTOR_OF_PHILOSOPHY_RAKOVIC_Jelena_2018.pdf
- Raković, J., O'Donoghue, T. & Clarke, S. (2019). *Leaders and leadership in Serbia: Perspectives across two worlds*. Palgrave MacMillan.
- Ševkušić, S., Malinić, D. & Teodorović, J. (Eds.) (2017). *Upravljanje kvalitetom rada ustanova obrazovanja i vaspitanja – priručnik za direktore [Steering the quality of work of educational institutions – Handbook for principals]*. Institut za pedagoška istraživanja, Beograd i Fakultet pedagoških nauka Univerziteta u Kragujevcu, Jagodina.
- Standardi kompetencija direktora ustanova obrazovanja i vaspitanja. [Standards of the competencies of principals of educational institutions] (2013). *Sl. glasnik RS*, br. 38/2013.
- Standardi kvaliteta rada obrazovno-vaspitnih ustanova. [Standards of the quality of work of educational institutions]. (2018). *Sl. glasnik RS*, br. 14/2018.
- Standardi kvaliteta rada obrazovno-vaspitnih ustanova. [Standards of the quality of work of educational institutions]. (2012). *Sl. glasnik RS*, br. 7/2011 and 68/2012.
- Strategija razvoja obrazovanja u Srbiji do 2020. [Strategy of development of education in Serbia 2020]. (2012). *Sl. glasnik RS*, br. 107/2012.
- Teodorović, J., Stanković, D., Bodroža, B., Milin, V. & Đerić, I. (2016). Education policymaking in Serbia through the eyes of teachers, counsellors and principals. *Educational Assessment, Evaluation and Accountability*, 28(4), 347–375
- Teodorović, J., Ševkušić, S., Stanković, D., Radišić, J., Džinović, V. & Malinić, D. (2015a). Liderstvo u obrazovanju: priprema za direktore predškolskih ustanova, osnovnih i srednjih škola [Leadership in education: Preparation of principals of preschool institutions, primary and secondary schools]. *Zbornik radova „Doprinos istraživačkih nalaza razvoju obrazovnih politika“*, Ministarstvo prosvete, nauke i tehnološkog razvoja RS, Beograd, 20. 2. 2015, 40–44.
- Teodorović, J., Ševkušić, S., Stanković, D., Radišić, J., Džinović, V. & Malinić, D. (2015b). Principals' competencies and other barriers to effective school leadership in Serbia, European Conference on Educational Research (ECER) 2015 Education

and Transition – Contributions from Educational Research, European Educational Research Association (EERA), University of Debrecen, The Corvinus University, The Hungarian Educational Research Association, Budapest, 7–11 Sep., 2015, pp. 139. <http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/33682>.

Teodorović, J., Ševkušić, S., Stanković, D., Radišić, J., Džinović, V. & Malinić, D. (2014). *Educational leadership in Serbia: Needs analysis (Final report)*. Retrieved 28 February 2019, from <http://edlead.pefja.kg.ac.rs/wp-content/uploads/2018/01/Act.-1.1-Needs-analysis-report-Eng.pdf>.

Zakon o osnovama sistema obrazovanja i vaspitanja [Law on the basics of system of education]. (2017). *Sl. glasnik RS*, br. 88/2017 and 27/2018.

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, MRCGO, 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

Hrúziková, 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

