SKILL-AED (2018-1-UK01-KA201-047904)

SKILLs Advancement in Education- leadership, empowerment, management skills for teachers and teacher leaders

IO1: Summary of the Desktop Research- Create Partnership Trust
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External evaluation: ONAGEB (Spain)

Introduction

This report summarises the research into the roles, responsibilities and training offered to aspiring or middle leaders in education in Cyprus, Portugal, Italy and the UK. It provides an overview of the findings from desk top research conducted by the project partners and has been compiled to illustrate the key issues facing aspiring or middle leaders in their retrospective countries.

Introduction to the project

Skills - AED is a pioneering ERASMUS+ project developing training and support for aspiring middle tier of managers in education. Increasingly, teachers are acquiring additional leadership responsibilities alongside teaching duties such as managing a larger workload and managing colleagues, and yet across Europe there appears to be a lack of training and support for aspiring leaders to develop a skillset which will support them in their work. Skills- AED aims to develop the skillset of aspiring and middle leaders in education supported by transnational peer learning and development.

The Skills- AED project is being developed at a significant point of time for all of the countries involved in the ERASMUS+ project. Each country involved in the project faces similar challenges concerning how aspiring or middle leaders are supported. These are poignant issues in each country partly because each country is facing

specific challenges regarding how education systems are managed and governed. In recent years, the countries involved in Skills – AED have been subject to different reviews into how and who controls education, and inevitably the outcome of these debates have had a direct impact on how educational leadership is delivered and who educational leaders are accountable to. This debate often takes the guise of questioning the extent to which central or local government manage education systems and their leaders. For example, in recent years in Portugal, there has been an attempt to give school leaders more autonomy at a local level. A 2008 review of the law regarding the autonomy, administration and management of public pre-school establishments and basic and upper secondary schools identified a need to "strengthen school leadership so that in each school someone at the top is given the necessary authority to develop the school's educational project and carry out on-the-spot educational policy measures". As part of this shift in governance, families themselves also became active partners in the design of the Portuguese educational system. In Portugal, families and the communities are encouraged "to participate more actively in school leadership strategies thereby ensuring not only the right of the agents, namely the teaching staff, to take part in the educational process, but also enable everyone who has a lawful interest in the activity and in the life of each school a more effective capacity of intervention".

Similarly, England has a relatively decentralised education system with many leadership and management decisions taken at a school level[1]. This is delivered through the Local Management of Schools (LMS) which has devolved autonomy on resource allocation and priorities from local authorities to school governors. A 2007 research study outlined six main areas of responsibility that headteachers identified themselves identified they were responsible for: accountability (time spent fulfilling the legal and other responsibilities of headteachers); strategy (setting the strategic ethos of the school and improvement planning); managing teaching and learning; staffing issues (including recruitment and staff's professional development); networking (with other schools and other appropriate organisations); and operations (the day-to-day management of the school). However, despite this perceived autonomy Headteachers' professional associations have called for more intelligent
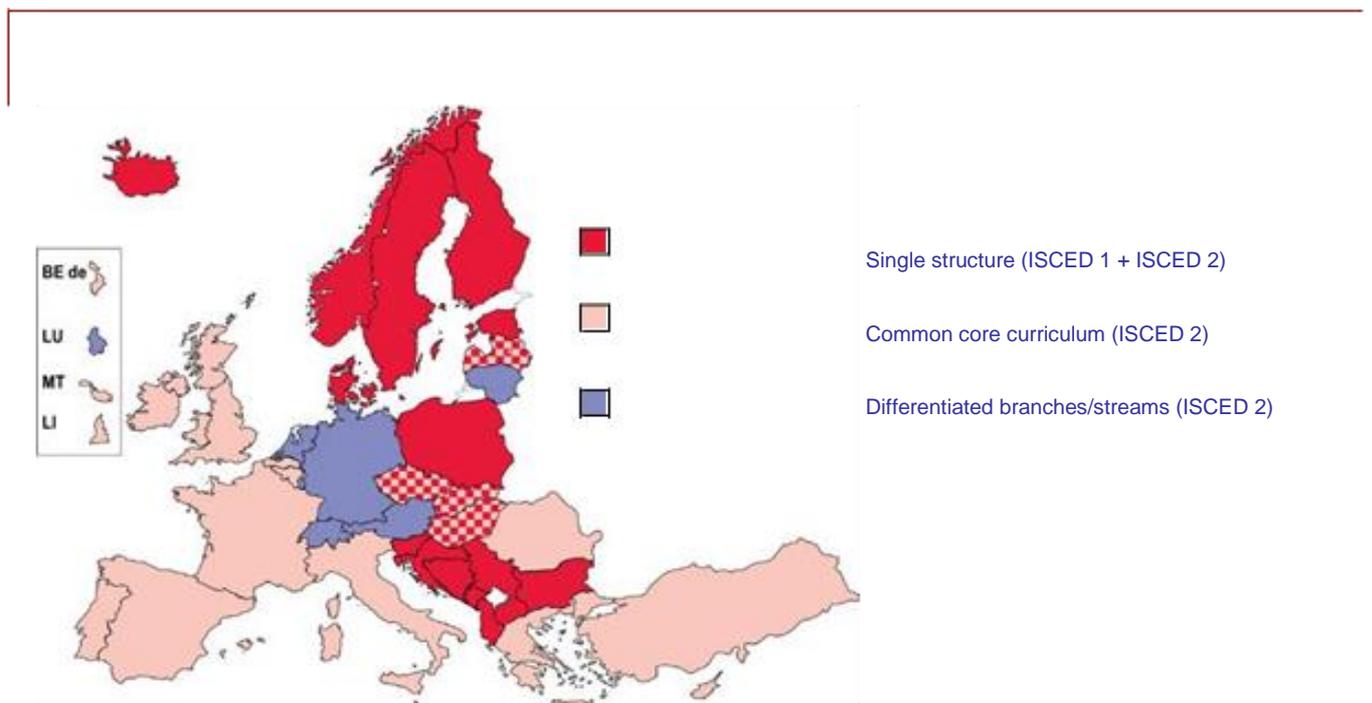
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[1] Education Development Trust (2014), Successful school Leadership

accountability, more flexibility on staff pay and conditions and, in particular, 'more support and less pressure' for school leaders from national agencies, Ofsted (Office for standards in Education, Children's Services and Skills) and central government."[2]

Whereas, Cyprus due to the small geographic space has adopted a more centralised system of administration. Kyriakides (1999) describes the Cypriot educational system as having historical and political origins and suggests that a fully decentralised system in a small country like Cyprus would be very demanding in manpower. However, this also presents a different set of issues, and the Education Services Committee has identified that longevity in service is often the trigger for promotion rather than experience.

Overview of education structures within Europe
Main models of primary and lower secondary education (ISCED 1-2) in Europe, 2018/19

Single structure (ISCED 1 + ISCED 2)

Common core curriculum (ISCED 2)

Differentiated branches/streams (ISCED 2)

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[2] Ibid

Source: Eurydice.

Note: In the Czech Republic, Latvia, Hungary and Slovakia, compulsory education is organised in a single structure up to ages 14 to 16. However, between ages 10 and 13, students in these countries can, at certain stages in their school career, enroll in separate establishments providing both lower and upper secondary education. In Poland: due to the progressive restructuration of the school system, the organisational model of full-time compulsory education has become a single structure model.

Key Finding 1: *Pathways into middle management are often ill defined.*

The pathway to becoming an aspiring or middle leader in all four countries is variable. All of the countries have a career pathway in place which supports teachers into ***senior*** leadership however the career pathway into ***middle*** management is far less obvious in all four countries. In general, most of the career pathways take the assumption that educational leadership is ultimately about a securing a senior leadership position, and they fail to recognise middle leadership as a distinctive profession which requires a specific skill set and experience (and which may or may not lead to a more senior position).The qualifications and training which does exist, is normally tailored to guide people into senior leadership rather than support people who aspire to be leaders or provide specific support for those taking on middle leadership tasks. The UK is the only one of the four countries to have distinctive professional development programmes for middle and senior managers including the National Professional Qualification for Middle Leadership (NPQML), Senior Leadership (NPQSL), Headship (NPQH) and Executive Leadership (NPEQL), however these are only delivered by state accredited providers and are only statutory at a senior level.

Despite middle leadership being the traditional entry point into educational leadership, in each country training for middle leaders is significantly less developed. In general, training places are limited in number in every country and in most cases, it is longevity of service which governs who enters leadership positions rather than obtaining the relevant qualifications. This is evident in Cyprus, where a "qualification in leadership and management is not a pre-requisite for promotion to the post,

although it can be an advantage…. and although school leaders are considered important for the particular educational system, no professional qualification in educational management is required of applicants for leadership posts". Instead it seems that aspiring and middle managers are often offered training which is more responsive to 'on the floor issues' rather than generic leadership skills. An example of this is the Italian programme of training on e- leadership which includes training in different leadership approaches including 'e- leadership alongside learning more about the skills, methods and tools needed for effective leadership" (Menichetti, 2017)[3].

Another common issue was that longevity in service was often a pre- requisite to becoming an aspiring or middle leader rather than experience alone. An example of this is in Cyprus, "where qualifications, are devised such that only very senior teachers can acquire the position and there are no opportunities for younger talented individuals to compete for the position of school principal". Similarly, in Italy the school principal identifies who can become "vicepresidi"/deputy heads but to become a school principal a candidate has to win a national public bid (normally every 5 years). Alternatively, leadership opportunities are created in order to respond to local educational needs) such as teacher's needing to take on additional responsibilities to address teaching issues.

Key Finding 2: *Training for middle managers is often not tailored to their distinct function.*

The focus in all of the countries tends to be on how you *become* a leader rather than how you *develop* as a leader. The transition from becoming a teacher and then developing as an aspiring leader or becoming a middle leader is often unclear. Despite the need for leadership (at all levels) within education, none of the countries offer new teachers ongoing guidance on longer term career development nor are new recruits explicitly treated as aspiring leaders in mainstream initial teacher

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[3] E-leadership Prof. L. Menichetti, 2017, University of Florence.
http://www.fupress.net/index.php/formare/article/viewFile/21047/19323

training programmes. Instead, training and promotion is often targeted at people who have been in teaching for a long period of time and who ultimately interested in becoming senior leaders.

This process of transition from teacher to school leader is often governed by the role the State plays in managing education. However, there are issues associated with this. In Cyprus this centralised system often fails to consider educational leaders' training needs and "from the moment teachers are promoted into principals, they are expected to be knowledgeable in teaching and curriculum matters, as well as to provide guidance and support to teachers. More specifically, many of the tasks that are expected from principals in Cyprus are aligned with instructional leadership tasks that are associated with high student performance". In all four countries, it appears that leaders at all levels are increasingly faced with broader work remits and responsibilities. Hence, Governments are becoming more aware of the need to ensure educational leadership is developed to meet with the demands of the education system. For example, in Italy, the "Progetto di conclusioni del Consiglio relative ad una leadership efficace nel campo dell'istruzione" (2013) stresses the need for of effective leadership in the Italian school, also according to the Strategy Europe 2020 [4]. In the UK, the Department for Education[5] identifies the requirement that all teachers should employ leadership qualities as part of the regulated Teaching Standards for Teachers, but they also identify specific educational behaviors' expected from school leaders:

"committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team; effectively communicated, realistic, detailed expectations understood clearly by all members of the school; highly consistent working practices throughout the school; a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'; high levels of staff and parental commitment to the school vision and strategies; high levels of support between leadership and staff, for example, staff training; attention to detail and thoroughness in the execution of school policies and strategies; high expectations of all students and staff, and a belief that all students matter equally".

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[4] https://archivio.pubblica.istruzione.it/buongiorno_europa/allegati/leaderschipefficaceall2.pdf
[5] Department for Education. (2018) School Leadership in England 2010 to 2016 Characteristics and Trends

Once obtaining a middle leadership position, training in all of the countries appears to be inconsistent with the investment in training both at the start of their career and in relation to becoming a senior leader. Training is sporadic and varies enormously between countries, and in addition arrangements for supervision and mentoring appear to be very limited. Overall, there seems to be a lack of coordination in all countries. For example in Italy, where despite the lack of policy concerning leadership within education, the "Piano per la formazione dei docenti 2016-2019 (Plan for teachers' training 2016-2019)" published by the MIUR (Ministry of Education, Universities and Research) states the importance in trying to "promote new forms of leadership in order to facilitate cooperation between the teachers, facilitate new staff training, autonomous research and innovation and the relationship between school staff, teachers and school principals". Italian research also recognises that leadership training shouldn't be linked exclusively to school principals but should be applied to all the school staff (including teachers). In Cyprus the 'Policy for the Professional Learning of Teachers (2015)' established the CPI, which is the official body through which the professional learning and development of teachers takes place, but feedback from training still states it is fragmented and disjointed.

Similarly, a 2008 review into the laws concerning autonomy, administration and management in Portuguese schools led to the identification that new approaches to leadership needed to be used, particularly in regard to giving "the school director a greater capacity to react and institute a system of evaluation and accountability". This led to changes in 2012, whereby schools began to "consolidate the autonomy and greater organizational and pedagogical flexibility of schools" with the goal to "help restructuring the school network, the consolidation and expansion of the school network with autonomy contracts, ranking of management positions, the integration of management tools and the consolidation of an assessment culture and improved openness to the community". This shift towards more local accountability arguably creates more of a need for aspiring or middle leaders to develop the appropriate skills to work in a local context.

The rhetoric and shifts in policy concerned with rethinking educational leadership, also suggest that there is a need to also think not just *how* but *what* we train

educational leaders in. Every country has identified how the role of educational leadership is evolving (particularly in terms of taking on additional responsibilities and juggling more bureaucracy alongside teaching), and yet training agendas for leaders generally have the same content as prior to these changes occurring. For example, in the UK new approaches to leadership have been identified[6]:

"leading relies on reflection and innovation; analytical and adaptive planning, requires an outward looking culture; collaborative culture, leading change requires action and alignment, leading learning depends on developing self and leading others; leading with challenge, accountability and courage; none of the countries reported major changes in what training or educational opportunities were being offered to potential leaders."

In England, headteachers are held accountable for school performance through a highly developed national accountability framework. This framework includes individual target-setting for each school, the publication of exam results and a national inspection regime where reports on the performance of individual schools are publicly available and parents are encouraged to examine these reports when choosing a school for their child. The considerable autonomy and control that school leaders have in some areas is thus linked to high levels of accountability and areas of national guidelines and prescription.

Finding 3: *Training often follows traditional teaching approaches.*
All of the countries identified a range of training for aspiring leaders. Training in all four countries is normally delivered through taught sessions and accredited by an external organisation. In most cases, pedagogical content appears to have been created by the training providers. Training normally occurs outside of the classroom/ school environment and is delivered for a set period of time and the design and pace of the training is normally designed by an outside training provider.

Notably, the content of the training for aspiring and middle leaders identified by the four countries consists of a fixed format and is fixed around specific one- off sessions covering a range of generic management issues. In all cases, the training identified

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[6] Hampshire Toolkit

was delivered as an additional responsibility and very limited training took place within work hours. None of the training identified explicitly considers the differing demands on schools' leaders work nor the individual's needs (and how their previous experiences of management and leadership may impact on their educational leadership). In the UK, the Department of Education[7] directly correlates schools' improvement with effective leadership, but acknowledges the need for individualisation,

"Teachers alone, no matter how skilled, cannot intervene with the same impact as a school leader can. The key task for a school leader is too create a culture - usefully defined as 'the way we do things around here' - that is understood and subscribed to by the whole school community. Schools vary enormously in composition and context. Their challenges are similarly varied. It is therefore impossible to prescribe a set of leadership strategies that will guarantee improvements in all circumstances"

- **National Leadership Training Programmes and Governance**

As previously noted, national leadership training programmes have been criticised for not providing adequate content to fulfill the training needs of leaders. For example, School Principals training in Cyprus "covers multiple issues, and newly appointed principals are not given the opportunity to elaborate on particular issues, let alone to discuss into more depth issues that are more pertinent to the needs of their own school unit". Criticism of the Cypriot programme includes that the training is primarily bureaucratic in nature and inadequate to prepare school leaders for challenges they will encounter in schools. In addition, the participants characterise the NITPSL as fragmented and provided no coherence between the various modules and often leading to superficial learning. Another example where there has been a call to review training is the Cypriot induction program offered to new principals. "The program meets 19 times during a principal's first year of service, but the 19 sessions are not well coordinated to provide "continuous" training, meaning that the sessions follow a coordinated order and build on one another in a meaningful way".

Another approach to training educational leaders is through academic qualifications. The advantage of this approach ensures that training is systematic and specialised

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[7] Department of Education (2018) Ibid

and relevant to the varied roles and functions that are currently required of educators and teachers. Options include academic courses such as the Portuguese Masters in Education, which specialises in Administration of Educational Organizations. This "is intended to promote the acquisition and understanding of a multidisciplinary body of knowledge, in the approaches of the problems around Education in general and, especially, of the Educational Administration; promote applied research, in view of informed professional practices in the different fields of education; foster a continuous, autonomous and self-oriented learning process which enhances the experience gained; awareness for a critical position and an ethical performance in the professional performance in diverse levels of autonomy and responsibility in diverse situations and contexts".

There have been attempts to ensure senior management training is consistent across countries through the establishment of national training programmes and standards. For example, the Cypriot NITPSL (National In-Service Training Programmes for School Leaders), the UK NQPML and the NPQSL offer structured taught courses normally focused around content such as roles and responsibilities, data analysis, change management, leadership styles, building high performance teams and professional development. These national programmes have adopted a range of formats. For example, in Cyprus the Training Programmes is offered,

"during the first year following promotion and appointment to a leadership post, primary and secondary headteachers, as well as secondary education deputy headteachers have to attend these mandatory programmes. The cost for NITPSL is taken out of the national budget, so there is no cost involved for individuals attending the training. The NITPSL aim to: (1) offer participants updates on current educational trends; (2) support participants in understanding the importance of management in education; (3) support participants in developing management and administration skills; and (4) support participants' personal and professional development and self-evaluation."[8]

The UK is the only country in this project which has attempted to initiate nationwide localized training for teachers through the establishment Teachings Schools. These are outstanding schools who work with other schools to provide excellent support

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[8] NITPSL Manual (2012).

and training and development to both new and experienced school staff. Teaching schools have an important role to play in a school-led system and in school improvement going forward, taking on a more focused role that prioritises:

- coordinating and delivering high quality school-based Initial Teacher Training (ITT).

- providing high quality school-to-school support (StSS) to spread excellent practice, particularly to schools that need it most.

- providing evidence-based professional and leadership development (CPLD) for teachers and leaders across their network.

In addition, teaching schools also adopt an important role as brokerage 'hubs' for other system leaders, coordinating the supply and activity of national leaders of education (NLEs), national leaders of governance (NLGs) and specialist leaders of education (SLEs). Local support also comes from National Leader of Education and National Support Schools[9] which include are outstanding headteachers who, together with the staff in their National Support School (NSS), use their skills and experience to support schools in challenging circumstances. In addition to leading their own schools, NLEs work to increase the leadership capacity of other schools to help raise standards.

Cyprus has also is recently decided to adopt a unified policy regarding the professional development of educators, similar to the UK's approach. This includes making provisions for the systematic training of all educators on matters relevant to the needs of their specific school unit or their own personal development needs. The reforms which focus on educators include a New Evaluation System for educators and educational practice. This policy intends to enable teachers to complete 50 hours of professional learning, which including seminars, conferences, workshops and other training activities, within a period of two years.

In Italy, the 'Piano per la formazione dei docenti 2016-2019' (plan for teachers' training 2016-2019) published by the MIUR (Ministry of Education, Universities and Research) states the importance of "promoting new forms of leadership in order to facilitate

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[9] 2018 Senior Leaders handbook

cooperation between the teachers, facilitate new staff training, autonomous research and innovation and the relationship between school staff, teachers and school principals". Furthermore, it is also stated that leadership shouldn't be linked exclusively to school principals but should be applied to all the school staff (including teachers). This remark is particularly coherent with Skill-AED's objectives.

The Portuguese school management system does not dictate that a teacher needs to have specific management training or any leadership training. Depending on the school autonomy system, the local regulations might state some requirements for preferential treatment of candidates usually include specific formal training.

In the UK, the creation of a National College for the Leadership of Schools and Children's Services (formerly NCSL), has led to an increased focus on training, qualifications and professional development for school leaders within a national qualification framework. More recently the links between leadership and teaching have been highlighted with the amalgamation of the Teaching Agency and the National College. The National College for Teaching and Leadership (2013) also aims to improve the quality of the workforce; and help schools to help each other to improve. In addition, in the UK, the Office for Standards in Education's (Ofsted) is the national inspection agency responsible for inspecting schools and providing quality assurance and public accountability in England and it has played a very influential role in shaping schools' approaches to improvement.

- **Pedagogy and leadership training curriculum design.**

Despite these national initiatives, the content of training is often fixed and based upon technical management skills and some generic approaches to management and leadership. Most training lacks opportunities to develop 'soft skills' such as dealing with people and juggling the complex situation middle leaders now face when juggling teaching alongside leadership tasks. In the UK, the NPQSL has begun to include 'softer skills' such as understanding school culture, communication skills and self- awareness, however there is very little evidence that these skills are explicitly taught to middle managers. The UK's Department for Education[10] appears to have begun to identify some of the short comings in how and what leaders are

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[10] Department for Education (2018)

taught in, and there are early signs that training is being reconsidered to consider both what and how leadership skills are being taught. They have proposed that educational leaders have access to training in a range of behavioural strategies and examples of best practice in the school system, by the creation of an optional training scheme. In addition, they have proposed that school leaders should be encouraged to visit 10 other schools of similar structure and demographic to learn directly from experience.

There is also some evidence of more 'one- off' specialist training which has been developed focusing on some bespoke issues. Examples of this include mini conferences and seminars, such as those organised in Cyprus in collaboration with the Cyprus Pedagogical Institute in collaboration with Inspectorate (MoEC). However, these have been criticized for only targeting head teachers and being one off incidents. Cyprus optional in-service training courses for headteachers are mostly offered by the Inspectorate that organises mini conferences throughout the year. These training courses are compulsory for school headteachers and are usually one-off incidents, without any follow up.

Finding 4: Coaching and mentoring for middle and aspiring managers is often not available despite its potential value.

As the research identified, leaders are increasingly faced with a growing set of responsibilities and 'training at entry' into leadership did not prepare educational leaders for the role they undertake in any of the countries. One way to address this issue is through the introduction of coaching and mentoring.

None of the countries reported any systems for pastoral support nor mentoring aspiring leaders. Research in all countries identifies that informal support from colleagues is valuable, and yet there appears to be very few mentoring opportunities for middle managers to engage in. Likewise, none of the countries identified training or support for senior managers to develop skills to train aspiring leaders. In addition, those supporting middle leaders often do not receive training and instead 'on the job' experience was the main way in which they learned how to support leaders. For example, in Cyprus, because of the multiple duties assigned to school principals, they

do not have sufficient time to exercise this instructional leadership role effectively (especially in large urban schools). In addition, Cypriot principals have to undertake several teaching hours alongside heavy administrative duties as well as being required to conduct an annual evaluation of each teacher and for providing feedback on teachers to school inspectors. Principals not only assess teachers' performance, they also are responsible for providing support to teachers throughout the year. Therefore, they assess the school's needs for professional development, and direct instructional resources where they are most needed[11].

This support is often delivered in the context of a professional management supervision context (senior leaders managing aspiring leaders) and one could question the extent to which aspiring managers feel comfortable about discussing their training needs with the person who assesses their professional performance. Likewise, none of the countries reported any systems for what happens when aspiring leaders need additional support or how they can learn from more challenging situations. The training offered in all countries is standardized and there is limited evidence of any bespoke training being offered which considers the diversity of leadership roles in middle management nor the differing prior experience aspiring leaders may have when they enter middle management.

Increasingly, educational providers are recognising the magnitude of skills required from educational leaders, and in Cyprus there is a recognition that leaders face " pedagogical, curricular and professional challenges' and thus leaders require knowledge and understanding of scientific and methodological tools to allow them to " capture the complexity of the dynamics present in the processes organizational and pedagogical, to be able to promote the effectiveness and quality of the educational service". Undoubtedly, educational leaders in all of the countries are expected to juggle a complex range of issues and therefore. In addition, many countries including Cyprus where, "principals also lack any formal autonomy over the budget of their school. School budgets are largely controlled by school boards, and principals must usually ask the school board for approval, even for small repairs and obtaining supplies for their school". In Portugal "leadership has a vital role to play in creating

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[11] Darling-Hammond & Rothman (2011)

the conditions for success at all levels of education and training systems. School leaders are major players in forging effective links between different levels of education and training, families, the world of work and the local community, with a common aim of raising learner attainment. Educational Management is a field which is concerned with the operation of educational organizations. It is the process of planning, organising and directing activities in a school, effectively utilising human and material resources, in order to accomplish the school's objectives. It is not a field limited to school principals. All parties involved in education should gain insight in Educational Management as it is vital to help schools' function successfully and effectively realise their goals".

It is therefore not surprising that there are high reports of stress amongst educators, and yet there is relatively little provision to help educational leaders feel supported when faced with some of these challenges. There is some evidence that some forms of mentoring have been trialed such as in Cyprus, where in 2008, Mentoring programs became obligatory for new teachers. "Until 2013, new teachers were paired with a senior teacher in their school during their first year of teaching to assist them in their classroom preparation and to provide guidance in conducting their day-to-day work. In 2014, because of the economic crisis, the MOEC ended the mentoring program, but in some schools, it continues informally".

Finding 5 Resilience and wellbeing for aspiring and middle managers
Given the challenges now facing educational leaders, research in all of the countries indicated the importance of ensuring aspiring and middle leaders are supported to have "control, commitment, confidence, challenge"[12]. Studies have shown that the extent to which people believe in themselves, have confidence in their abilities, possess the interpersonal confidence to influence others and deal with conflict and challenge have a direct influence on their effectiveness as a leader. However, when developing this behaviour, it is sometimes important to start by assessing and developing confidence – it is then easier to work with the other factors. Currently, none of the training mentioned in this synopsis takes this approach, perhaps because of the government pressure which ultimately measures the impact of good

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[12] "(when the going gets tough, 2014)

leadership against the student grades. A consistent theme has been strong external accountability pressures, with school leaders increasingly held responsible for raising standards of achievement, leading school improvement and enhancing the quality of teaching in schools[13]. Although interestingly, there are references in the UK's teaching standards which directly relate to staff wellbeing and require teachers to "command and earns respect from colleagues. Inspire, motivate and challenging pupils. Teachers model (and leads) the positive attitudes, values and behaviour expected of pupils, and supports others to do same".

If acquiring 'soft skills' and protecting leaders' wellbeing are to remain important features of training programmes for aspiring and middle leaders, then one way to ensure they are considered in both leadership training and supervision is by factoring them into any inspection framework which schools face. For example, in the UK, the new OFSTED framework is looking to shift some of the focus on reducing workload. Hence, there is a recognition of wellbeing needs for the workforce albeit it is mostly directed to the class teachers' workload;

- Throughout the draft framework there are references to workload.
- Leaders need to be aware of the main pressures that are on staff and take account of them, be realistic and constructive in the way they manage their staff and that any workload issues are dealt with appropriately and quickly.
- Leaders should protect their staff from bullying and harassment.[14]

The research from all of the countries identifies that increasingly, middle management faced greater responsibilities and tasks within their roles. Aspiring leaders are expected to immediately be able to perform effectively in their leadership roles. Job descriptions for aspiring leaders often suggest that their positions give then 'additional' responsibilities, rather than 'different responsibilities' and thus it is easy to understand why there are frequent reports of stress amongst aspiring leaders. Middle management positions are often awarded to people based upon their success in teaching rather than because they have been identified as having a skill set which will support them as aspiring leaders. However, given the high reports

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[13] Successful Schools Leadership, p15
[14] *Provisional OFSTED framework September 2019*

of work- related stress reported by school leaders across Europe, one could argue that this recruitment approach sometimes fails to take into consideration the wellbeing needs of aspiring leaders.

In some countries, such as Cyprus where the reduced power of the state's involvement in education has led to more powerful teachers' trade unions. This has led to negotiating changes to working conditions, which clearly suggests such support is needed. Whilst this has made a significant contribution to motivation, the primary aim of these negotiations is building not only the knowledge and skills that teachers and other staff need in order to accomplish organisational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. In the UK this has evolved to programmes where, "headteachers assist the work of teachers, in addition, when they provide them with discretionary space, promote regular access to a range of professional learning and development opportunities, distribute leadership across the school and 'practise what they preach' (model appropriate values and practices)[15]. However, none of the countries reported any large- scale formalised system of mentoring and coaching for aspiring or middle leaders, despite the fact that educational leaders face significant stresses in their workloads and evidence suggests that peer support is one of the most effective training tools.

Conclusion.

In this review of the evidence concerning the training provision to support educational leadership from each country, it is evident that there are limited training opportunities available for aspiring and middle leaders, and those that do exist very much take a fixed, traditional training format which is rarely designed around individual needs (both in terms of the demands of the role but also based upon their previous experiences or how they may wish to grow in the role. A recent Harvard study (2017) analysing 5 different leadership style, identified one style of leader as 'an architect'; someone who could quietly and quickly respond to issues, employ social and economic skills as well as their own craft and offer considered solutions. In many ways this is the perfect school leader, and yet despite the architects being

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[15] Successful school leadership

seen as the most effective leaders the research findings suggested they were rewarded the least.

This could begin to explain why there has been a reluctance to develop relevant training for aspiring and middle managers. From a societal perspective, it appears that we are reluctant to accept what training, support and advice new educational leaders want and need. However, the new challenges facing education, alongside the shifts in responsibility suggest that now is the time to rethink how educational leadership positions are nurtured to equip leaders with the skills they need for the current education systems in each country.