

PRINCIPALS IN THE MIDST OF PRACTICE AND THEORY

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THE FUTURE REQUIRES MORE KNOWLEDGE

- Personal empowerment
- Cultural transmission
- Preparation for citizenship
- Preparation for work

(William, 2016)



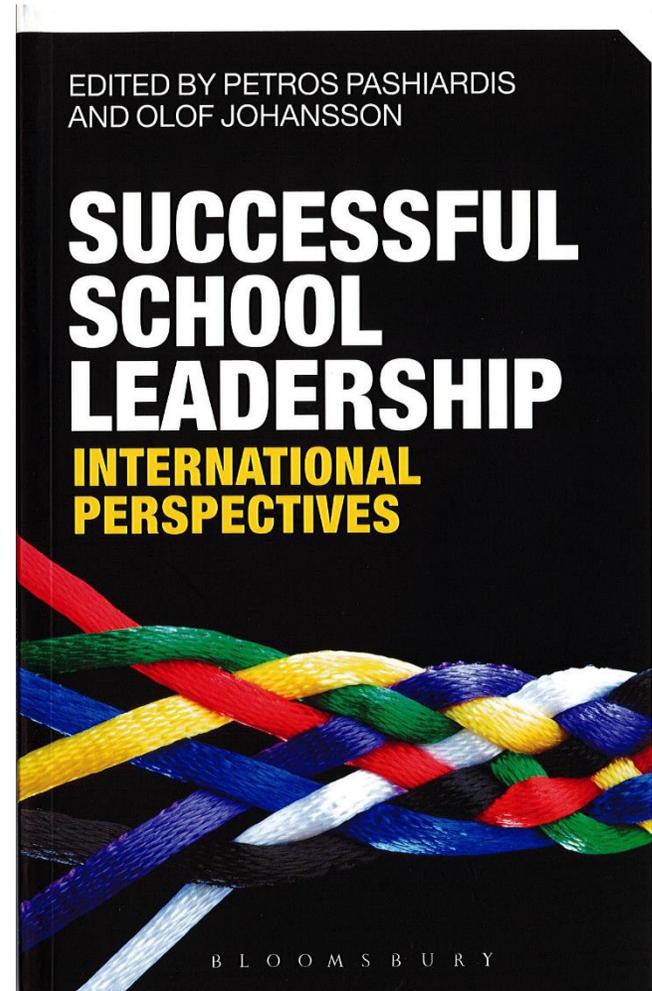
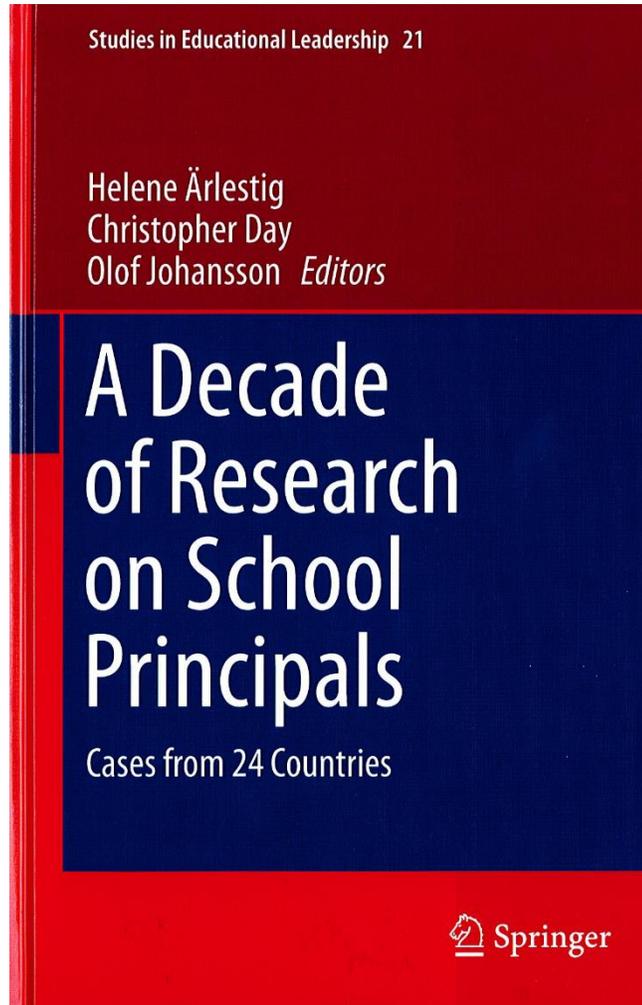
School people carry around extraordinary insights about their practice- about discipline, parental involvement, staff development, child development, leadership and curriculum.

I call these insights "craft knowledge". Recognition of the role and limitations of research-based knowledge liberates school leaders to move in the direction of reflective practice that honors theory, research-based evidence and the wisdom of practice.

(Barth 2006)



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POWER AND RESPONSIBILITY

- A mix of national, federal/municipality and local governance
- Many countries have local councils or/and inspectors
- Mandate and power to decide about personnel and recourses differs
- It is a wave of increased centralization even if many argues for the importance of decentralization and self sustained schools
- Most countries require some kind of principal training



RESEARCH INTERNATIONAL IMPACT...

- Principals and leadership matters
- Overall the research gives a fragmentized and complex picture with discrepancy in amount, areas and quality
- The research is close connected to the national and local context (history, economy and policy/reforms)
- Transnational influences and international organizations affect schools all over the world
- Research, evaluation, improvement and practice are coming closer to each other

”Theory and practice in educational leadership and management are socially constructed and more contextually bound than some are prepared to admit”

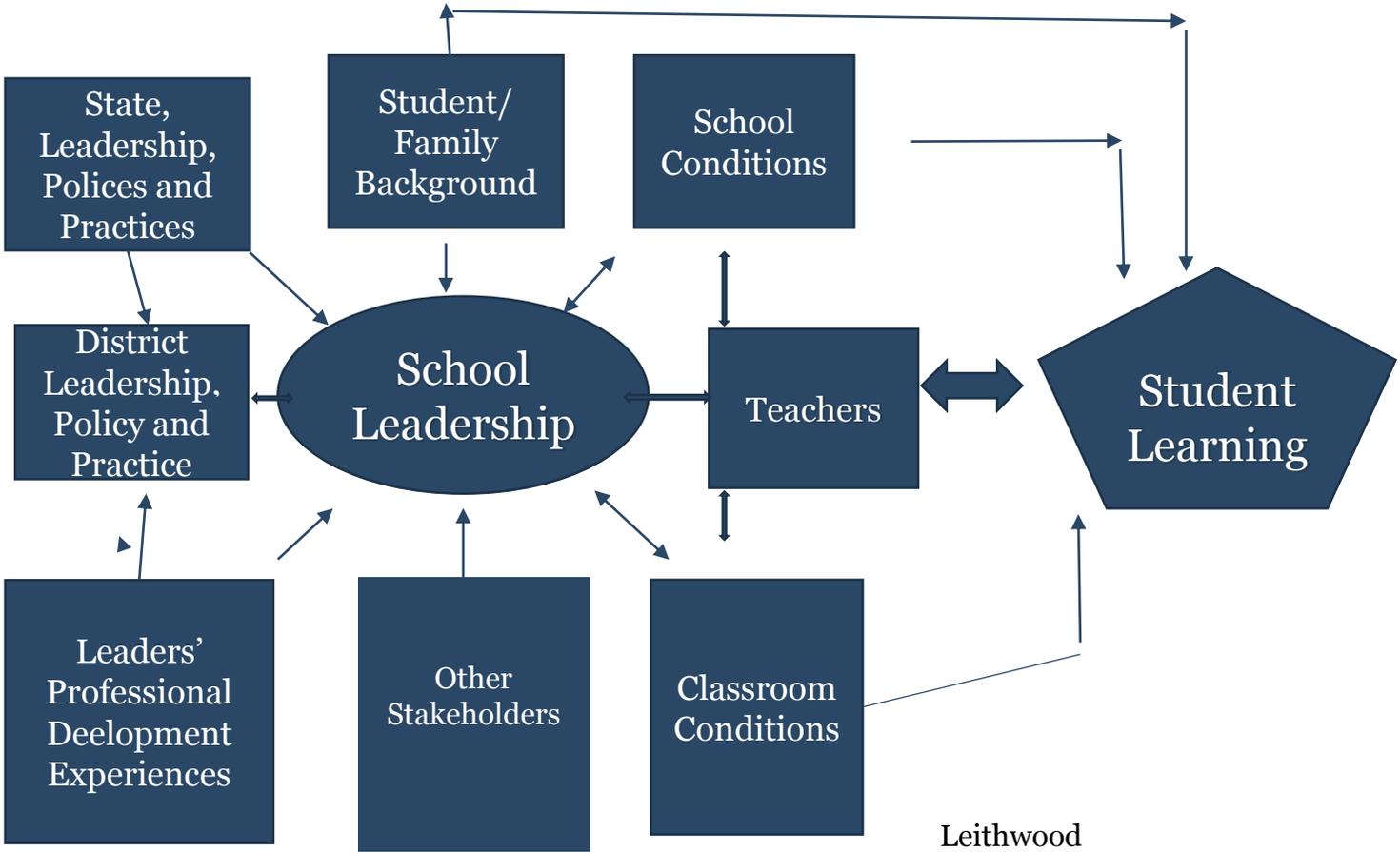
(Schratz, 2016)



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A SUMMARY OF USUAL PRINCIPALS TASKS IN MOST COUNTRIES ARE:

- Administration
- Daily operational issues
- Instructional (pedagogical) leadership
- Building community
- Inclusion
- School improvement
- Efficiency
-



Leithwood
Seashore
Louise 2012

SUCCESSFUL PRINCIPALS

- Building visions and setting directions
- Understanding and developing people
- Designing the organization
- Managing the teaching and learning program

Leithwood & Day, 2007

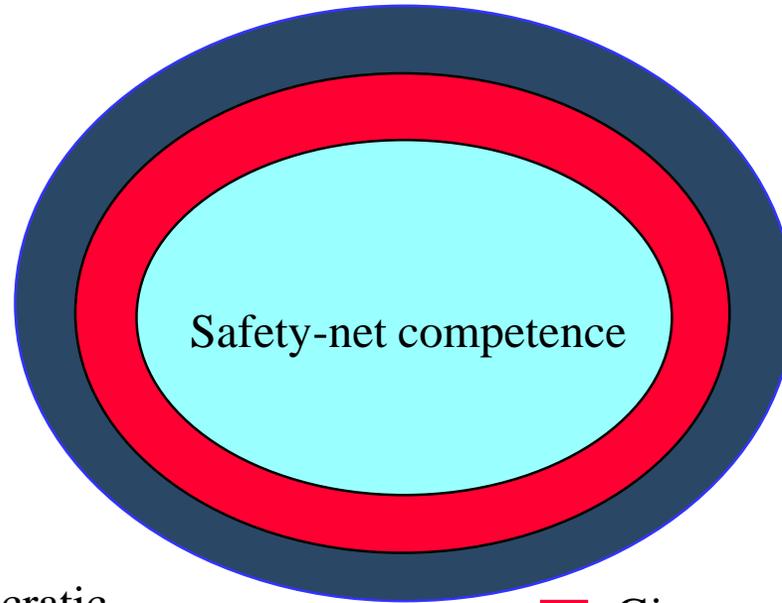


EUROPEAN COUNCIL (2009/C 302/03)

- Effective school leadership is a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels. It is therefore of key importance to ensure that school leaders have, or are able to develop, the capacities and qualities needed to assume the increasing number of tasks with which they are confronted. Equally important is ensuring that school leaders are not overburdened with administrative tasks and concentrate on essential matters, such as the quality of learning, the curriculum, pedagogical issues and staff performance, motivation and development.



The Principal and her/his relation to the given competence



■ Democratic
Ethic competence

■ Given
competence



SWEDISH NATIONAL TRAINING PROGRAM



- Long tradition on principal training
- 3 year part-time program on advanced level
- Mandatory for principals
- 6 Universities are allowed to give the program

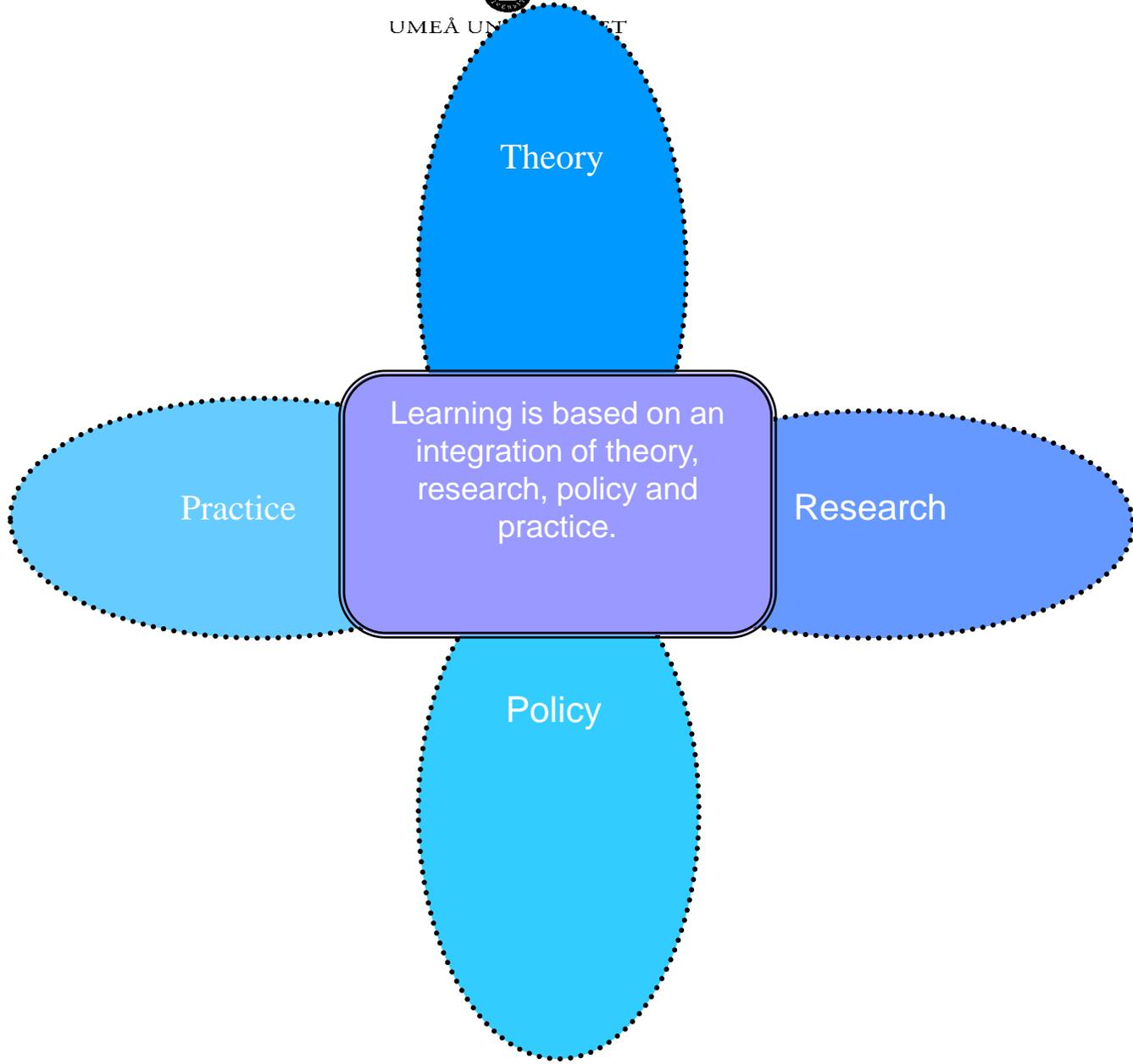


THE GOAL OF THE TRAINING PROGRAM IS TO GIVE PARTICIPANTS THE KNOWLEDGE NECESSARY TO

- 1. ensure that all pupils and children receive an education that is of equal value and consistent with the law,*
- 2. create conditions in which targets can be achieved at both individual and organizational level, and*
- 3. take responsibility for ensuring the development of the organization as a whole.” (Ordinance (2011:183) on professional training for school heads and other staff with corresponding leadership positions in schools, preschools and after-school recreation centers as well as continuing professional development for school heads, Chapter 2, Section 2, second paragraph)*



- School legislation and exercising public authority 10 credits
- School leadership 10 credits
- Management by goals and objectives 10 credits



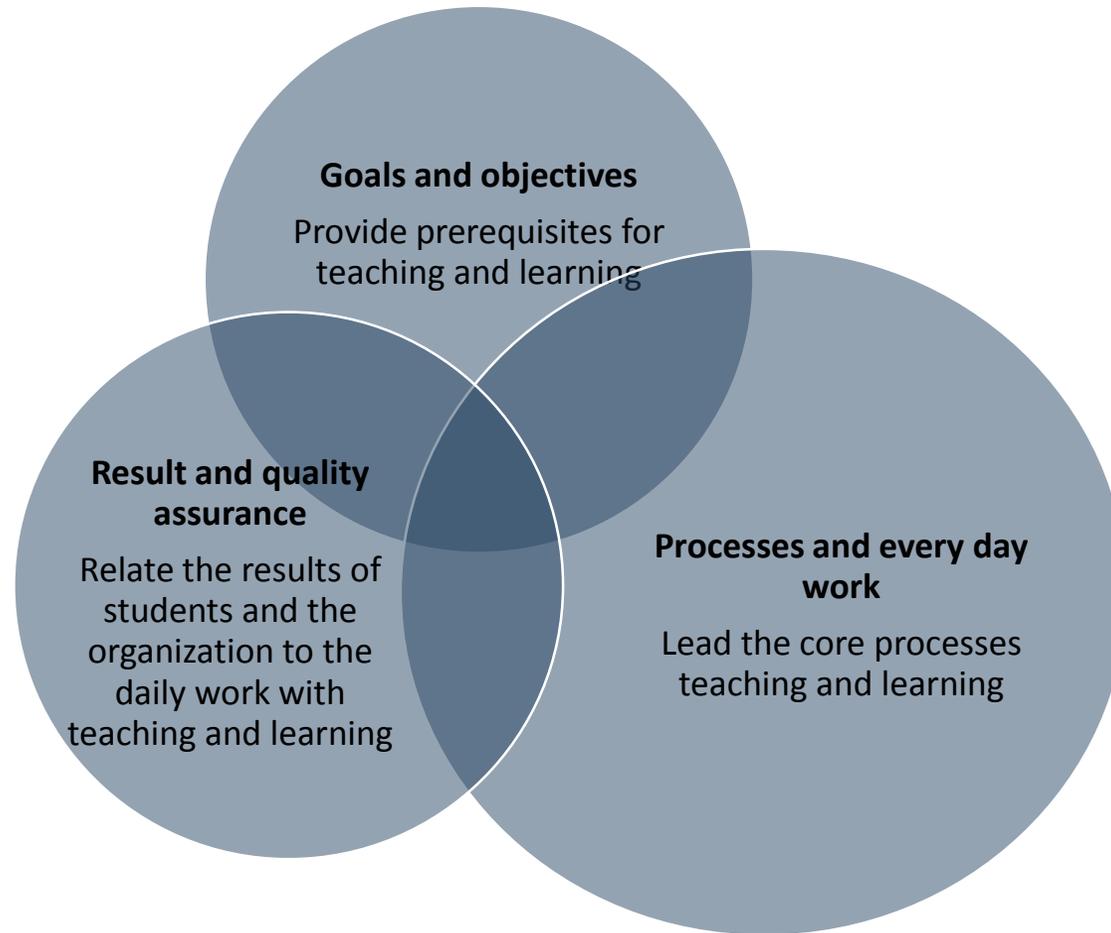


PRINCIPAL TRAINING

- Lectures, seminars, workshops
- Combination of processes and expert knowledge
- Tasks such as classroom observations, interviews, presentation and reading between the meetings
- 4 days of profession counseling based on principals' own dilemmas



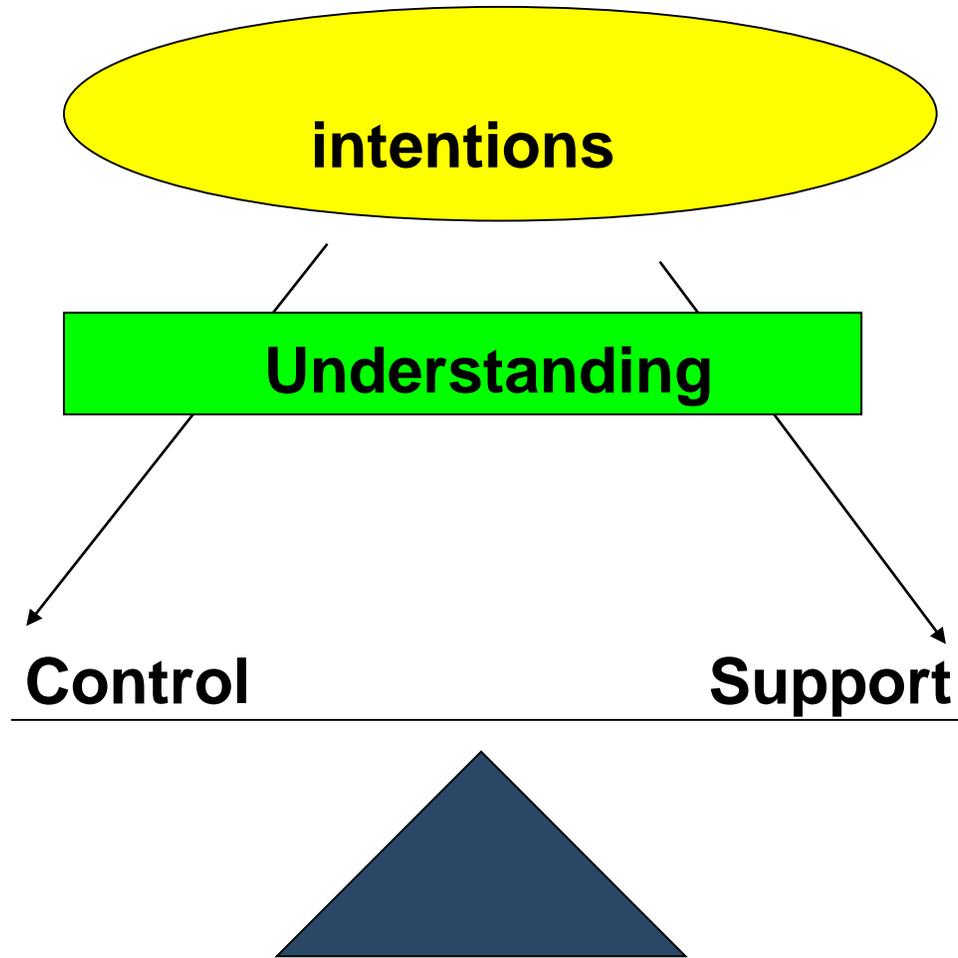
Pedagogical leadership





Principals work to support teachers in assessment and grading

A - Active support to teaching	B – active in general issues	C - Active administrators
<ul style="list-style-type: none">• Active in teaching issues• Have a well informed and nuanced insight on teachers ability• Connect assessment, teaching with quality and values• Do classroom observations and participate in conversations about teaching that support teachers• Would if it was possible have more principal training	<ul style="list-style-type: none">• Active on a general level.• Trust their teachers• Prioritize other issues• They arrange inservice training and development sessions for their teachers and participate sometimes	<ul style="list-style-type: none">• Believe that assessment is solely an individual teacher task• Educational issues are seldom discussed.• Act reactive and only if there is complains.• These principal would not voluntarily participate in principal training



(Johansson, 2017)



BOTH CONTENT AND WORKING METHODS MATTERS

Improving practice involves changing habits
which is something else than just adding knowledge

The program need to adress both general and current
issues

Principals need education both before and during their
principalship

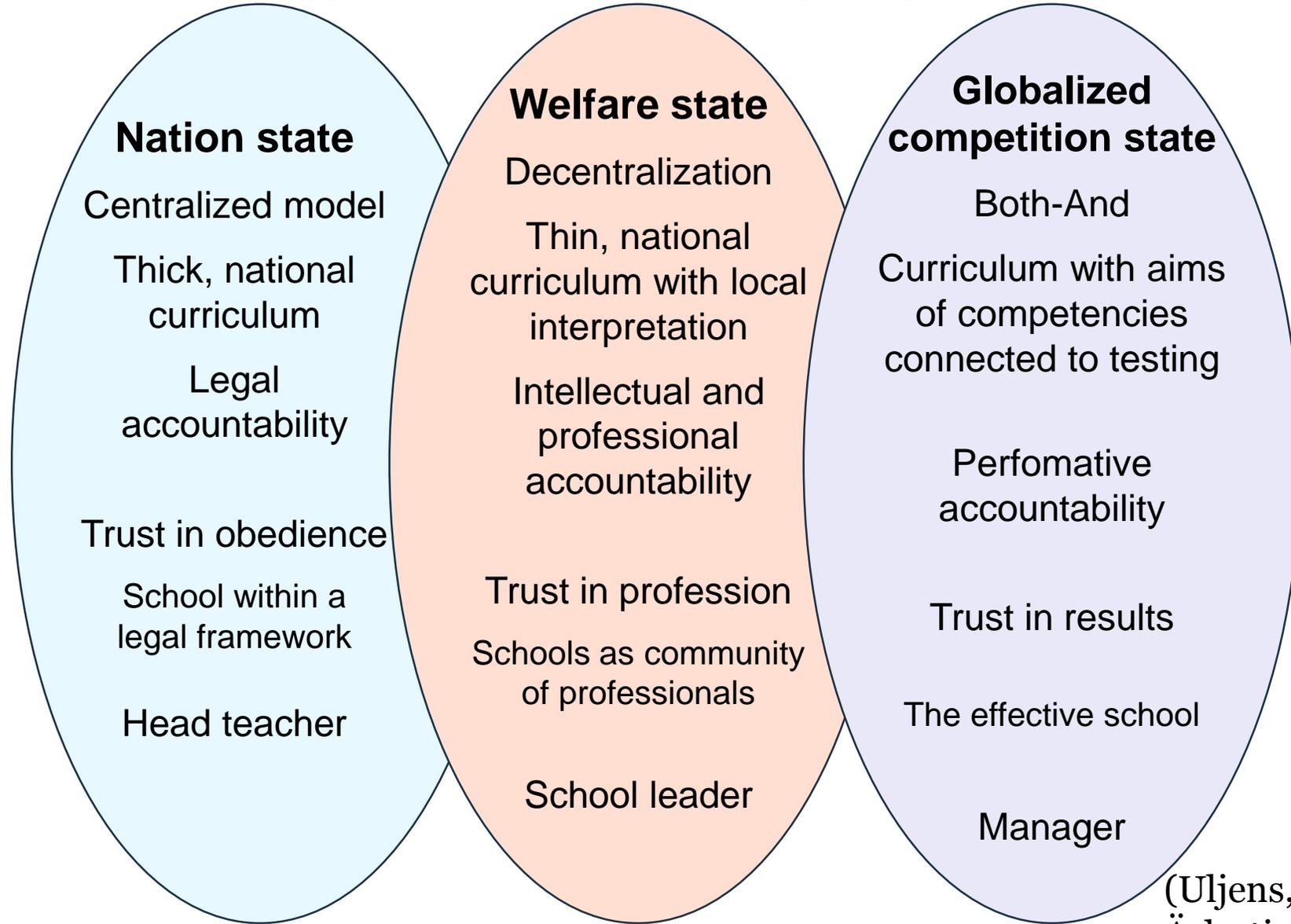


CURRENT ISSUES IN SWEDEN 2015 SCHOOL COMMISSION

- Core duties teaching and school leadership
- Recruitment programs
- Professional development programs connected to qualification levels
- Strengthen research capacity
- Improve relations between practitioners, authorizes and university



Changed Circumstance and Changed Expectations





CONCLUSIONS

- Principals are highly dependent on their national and local context
- The content and quality of principals professionalism is depending on what kind of education they will receive – this leads to a question what we mean with a professional principals
- In the program both content and working forms can contribute to higher quality
- The training should aim to contribute to reflective practice and a conscious language
- New knowledge should help principals to act differently
- Training need to be in the midst of theory and practice



Thank you for your attention!