DESIGNING THE SYSTEM OF SCHOOL LEADERSHIP COMPETENCES DEVELOPMENT IN LITHUANIA: THEORETICAL BACKGROUND

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Abstract

The article aims at designing a coherent and sustainable system of school leadership development in Lithuania. The article provides a theoretical insight into main concepts in leadership development and highlights the organization of school leadership development system in two aspects: as a requirement to ensure that leadership development process is coherent and adjusted to school leaders' needs at different stages of their careers as well as the need to provide opportunities for aspiring, newly-appointed, and established leaders to acquire and develop the skills and competences necessary to perform leadership tasks. Approaches and methods used to support continuing professional learning of school leaders are introduced as well. As the result, the theoretical model of leadership development system is designed and the criteria for its analysis are provided.

Keywords: school leadership development, career stages of school leadership, model of school leadership development system.

Introduction

School leadership is now a priority in education policy around the world. As countries are seeking to adapt their educational systems to the needs of contemporary rapidly evolving society, expectations for schools and school leaders are changing. School leadership practice has been greatly influenced by changes in educational governance and school contexts. Leadership development is a strategic necessity because of the intensification of the school leader's role in result of change processes (greater complexity of school contexts; devolution of powers to school level; etc.) in education. Hence, developing the knowledge, attributes and skills required to lead effectively requires systemic approach. This involves enhancing the capacity of current leaders and preparing and training future leaders.

The case for specific school leadership development is linked to the evidence that the quality of leadership is vital for school improvement (Bush, Jackson, 2002), school effectiveness (Huber, 2004), and student learning outcomes (Hallinger, 2003; Hargreaves, Fink, 2006). The starting point of the research is that there is a range of competences associated with effective school leadership that are developable. Consequently, a primary consideration for systems of education is to identify means by which the continuing professional development of school leaders can be supported. Hallinger (2003) stresses the importance of developing a carefully grounded relationship between the quality of leadership and leadership development. So quality leadership cannot be assumed or acquired without a coherent, integrated, consequential and systematic approach to leadership development.

In Lithuania it is widely accepted that school heads play a vital role in setting the direction for successful schools, but existing knowledge of the best ways to prepare and develop highly qualified candidates is sparse. Among major publications there should be mentioned Arbatauskas (1996); Kučinskienė, Kučinskas (2002); and Želvys (2003). The quality of school leadership is seen as critical in Lithuania to bringing about the changes required to implement reform agenda as well as for quality of education. It became apparent that considerable progress has been made in stimulating leadership development system improvements in the education system over the past few years. However, specific empirical researches on how to improve school principals' preparation and training programs have not been carried out in Lithuania yet. The recent survey disclosed that training for school leadership roles in Lithuania is often inadequate, uncoordinated (Kontautienė, Melnikova, 2007; 2008). Despite the quite wide range of various professional development opportunities in Lithuania school heads face some problems. Firstly, school leadership development programmes should go along with leadership standards and attend to school heads' needs both for theory and for practice. However, a majority of school heads reported that the average leadership programmes were not aligned with the topicalities of what is needed to effectively direct today's school systems. Secondly, the content of various leadership development programmes is strongly academized and is being delivered only through academic methods

with no processes for applying the learning back in schools. There is no differentiation, personalization or contextualization of the programmes. Thirdly, the process of leadership development should be more systemic, coherent and controlled. There could be provided assistance in elaborating individual leadership competences development plans. That would help to save time and make leadership development process more purposeful and focused. Finally, there is a lack of competent lecturers-specialists in school leadership and management. In the result of the research an assumption has been made that school heads in Lithuania are neither fully prepared nor well trained and are likely to experience difficulties in their leadership roles (Kontautienė, Melnikova, 2008). The absence of clear theoretical background for the analysis of school leadership development system as well as the results of the exploratory research on school leadership development in Lithuania inspired the authors to analyze scientific literature in order to design a theoretical model of a coherent and sustainable school leadership development system that would ensure development of leadership competences required at different stages of leadership career.

From theoretical perspective, school leadership development as a system requires consideration of two related objectives. The first one is linked to systemic requirements. This is the need to ensure that leadership development process is coherent and adjusted to school leaders' needs at different stages of their career. This also suggests the need to develop school leadership standards so that school leaders could be identified and assessed with respect to the skills and competences necessary to achieve systemic objectives. The second one relates to providing opportunities for aspiring, newly-appointed, and established leaders to acquire and develop the skills and competences necessary to accomplish leadership tasks (Cowie, Crawford, 2008). Moreover, the contemporary challenge of leadership, in systemic terms, is not only to improve the quality of current leaders but also to develop clear plans for future leadership and effective processes for leadership succession.

Hence, the aim of the article is to design a theoretical model of a coherent and sustainable school leadership development system in Lithuania that would ensure development of leadership competences required at different stages of leadership career.

The objectives of the article are:
- to define the notion of school leadership development as well as to highlight the principles of sustainable leadership development;
- to design a theoretical model of school leadership development and provide criteria for its analysis.

The theoretical analysis of school leadership development system is based on postmodern paradigmatic theory emphasizing the role of a school leader as facilitator of change, promoter of organizational learning that enhances school's ability to pursue intelligent learning processes in a way that increases the organization's effectiveness and capacity for continuous improvement (Bush, Jackson, 2002; Hallinger, 2003) as well as on adult learning theory (Browne-Ferrigno, 2003). Hence, training and development of school leaders has to be based on clear conception of the aims of education in general and processes in school as a learning organization in particular. This idea has to shape the leadership development programmes with regards to contents, methods, patterns, etc.

Therefore, the article provides an insight into main concepts and notions in leadership development and highlights the principles of sustainable organization of school leadership development system. Approaches and methods used to support continuing professional learning of school leaders are highlighted as well. As the result, the theoretical model of leadership development system is designed. A number of criteria for analysis of the model are introduced. The main method of the research is scientific literature analysis.

Definition of school leadership and principles of sustainable leadership development

The managing and leading tasks of school leadership are both complex and interrelated, so there is no clearly defined concept of *leadership*. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by a person or a group over other people or groups to structure the activities and relationships in a group or organization (Yukl, 2002). Leadership cannot be regarded as a singular activity carried out by the principal. Most schools now have an extensive leadership apparatus, including deputies and/or assistant principals. Recently the developing interest is connected to *distributed leadership* (Hargreaves, Fink, 2006), which means involvement of larger numbers of staff in school leadership. The emphasis of this article is on school leaders, including (but not being limited to) school principals.

In a paradigm of distributed leadership school leadership and questions concerning the optimum approaches for *leadership succession* have become matters to which increasing concern has been devoted in education systems internationally. Effective succession means having a clear strategy to create positive and co-ordinated flows of headship (Bush, 2008; Hargreaves, Fink, 2006). In many countries, leadership succession relies on self-selection of talented candidates rather than on clear strategies to identify and develop future leaders. Research reports (Hargreaves, Fink, 2006) quite clearly show that insufficient attention is being given to identifying and fostering potential future lea-

ders in most countries. Self-identification as leaders is a gradual process of trial and error during which individuals are emotionally vulnerable and often lack professional and system support (Gronn, 1999).

Researchers (Bush, 2008; Hargreaves, Fink, 2006; Pont et al., 2008) argue that more emphasis should be put on nurturing and developing leadership within schools, it should be focused on how to best identify and support future leaders early in their careers. That is why succession planning is essential to widen the applicant pool for school leadership and increase the quantity and quality of future school leaders. Succession planning involves fostering interest in leadership by providing opportunities for teachers to participate in leadership and to learn more about the day-to-day tasks it involves, as well as offering training for aspirant leaders. Individuals who have gained some experience in leadership or aspects of it are more likely to be interested in leadership and to be confident in their capacity to do it. It is therefore important that potential leaders be given opportunities to participate in leadership early in their careers. This can be done by distributing leadership within the school and encouraging teachers to take on responsibility for certain areas or aspects of leadership. Interest in leadership can also be fostered by shadowing programmes that allow teachers to observe and learn more about the concrete activities it entails.

High potential teachers need to be identified proactively and encouraged to develop their skills. Professional development opportunities can be a good way for teachers to test their potential for management and leadership. Training opportunities may be targeted to develop leaders for schools particularly in need, or they may be embedded in larger strategies for school leadership development. In addition, including leadership topics in initial teacher training can foster interest among teachers with leadership potential in the longer term (Pont et al. 2008).

Succession planning is essential to increase the quantity and quality of future school leaders. It is a way to counteract principal shortages and to ensure that there is an adequate supply of qualified personnel to choose from when the incumbent leader leaves the position. Succession planning involves proactively identifying potential leaders and encouraging them to develop their leadership practices. This can be done by offering training programmes for aspiring leaders and providing opportunities for young teachers to learn more about leadership through close contact with current leaders. It can also be done by including leadership topics in initial teacher training.

Consistent with the concept of lifelong learning, and assuming school leadership involves a career, the *stages in a school leader's career* receive growing attention. For example, implicit in the data collected in

the recent study by Earley at al's (2002) is a call for a coherent school leadership professional development framework which begins shortly after qualification as a teacher and continues through and beyond headship. A number of models have been developed to describe various *stages of school leadership career* (Bush, Jackson, 2002; Bush, 2008). The eminent among them is a five stage structure: *Emergent leadership* for teachers who are beginning to take on management and leadership responsibilities, including heads of subject/area; *Established leaders* for experienced leaders who do not intend to pursue headship, including assistant and deputy heads; *Entry to headship* for aspiring first headship and newly-appointed first-time headteachers; *Advanced leadership* for experienced headteachers looking to develop their professional qualities, competences and expertise; *Consultant leadership* for experienced headteachers and other school leaders who are ready to further develop their facilitation, mentoring and coaching skills. The framework is thought to provide a coherent and flexible model for the development and support of school leaders at all stages of their career.

Leadership development needs to be seen as a lifelong learning process. Most evidence on development impact points to the fact that leadership development is broader than specific programmes of activity or intervention. It can be learned and developed through a combination of formal and informal processes throughout the different stages and contexts of leadership practice. The school leadership career needs to be supported through the different stages in a balanced manner, including pre-service, induction and in-service provision and be complemented when important changes come about.

The significance of pre-service preparation of school leaders has been analyzed by Browne-Ferrigno (2003), Bush, Jackson (2002), and Hallinger (2003). The notion of *preparation* suggests a preconceived orientation towards career development of the potential principals and/or other participants of the education system. In many countries it is required for aspiring principals to complete approved pre-service qualification before being considered for an appointment, in other settings, there are no formal prerequisites except for the need to be qualified and experienced teachers. Hallinger (2003) argues that the considerable criticism of pre-service courses reflects their lack of coherence and detachment from the realities of the principal's workplace. The predominant mode of delivery usually is lecture and discussion. Recognizing the importance of pre-service preparation for aspiring principals (Bush, Jackson, 2002) it is agreed that there is a need for a fundamental rethinking of the content, structure, delivery, and assessment of leadership learning. This involves the development of a

framework for leadership preparation to ensure that formal university-based programs and programs offered by other providers of leadership development are complementary. Research studies have been designed to identify characteristics of effective leadership preparation programs. Some of the characteristics of effective programs include (Browne-Ferrigno, 2003): a clear sense of mission and aim; curriculum coherence and alignment, including integrated sets of topics based on learning objectives; linkages between certification requirements and professional development; instructional strategies related to the nature of the material taught and the learner's needs, including: experiential learning, new information technologies, small group work, simulation, videotapes, role-playing, and case study; length and time structure; linkage to the mission, beliefs, and values of relevant employing authorities; and learning strategies that motivate through thinking, reflection, and analysis, with a strong component of coaching and feedback.

Preparation for leadership should be part of a continuous process involving both formal study and field-based learning. The important connections between the self-identity and career goals of individuals need to be taken into consideration when planners are designing leadership learning opportunities.

Great attention in education management literature is dedicated to the process of induction to school leadership (Browne-Ferrigno, 2003; Bush, Middlewood, 2005). *Induction* is the process by which new incumbents become familiar with the context in which they are leading, including the school culture. All first time participants need professional socialization (preparing to enter profession) and organizational socialization (learning how to lead in a particular context) is also required. Induction has three main dimensions (Bush, Middlewood, 2005): 1) Socialization: enabling the employee to become part of the organization; 2) Achievement of competent performance: enabling the new employee to contribute to the organization effectively; 3) Understanding the culture: enabling the employee to appreciate the core values of the organization.

Induction may be a deliberate process with clear objectives and defined components or an incidental activity, largely determined by the principal. Regardless of its nature, a learning process is inevitable, whether planned or unplanned. In some countries newly appointed principals receive little induction – a one or two-day induction program at the beginning of the school year, with some in-servicing regarding the employing authorities' agenda for the year, is considered sufficient. In other settings new principals have a formal, structured program available to them as one component of a multi-faceted approach to enhancing their leadership capabilities and building leadership capaci-

ty in schools. Newly appointed principals are in special need of assistance when taking on responsibility for a school (Browne-Ferrigno, 2003). Integrated and articulated strategies of professional support, guidance, and development must be available to new principals. These might include mentoring; inter-school and district visitations; peer pairings; network interactions; face to face and online sharing of good practice; and access to modular programs to address specific skills in areas of leadership responsibility relevant to the particular setting in which principals are located. Induction programs might include the development of mentoring relationships by joining early career principals with experienced principals; on line discussions; collaborative inquiry, participation in networked learning communities; coaching; inter-visitations; and engagement in seminars and other learning activities relevant to their own needs and the needs of their school and employing authority.

Successful induction should smooth the path for new principals, accelerate their socialization, enable them to make sense of the complex reality of the school leadership and build their confidence to perform the role effectively. Inadequate or tacit induction is likely to slow down the learning process, and leave principals with damaging sense of uncertainty about whether they are leading effectively or not. Where induction occurs, it may be regarded as a key stage in the ongoing process of continuing development.

Researchers draw attention to the significance of professional development for successful school leadership (Browne-Ferrigno, 2003; Bush, 2008; Hallinger, 2003). *Leadership development* is often a generic term to describe any form of preparation or training for headship, or it is specifically used to refer to activities undertaken following appointment as a principal, that is in-service training. Induction is one phase of this process but leadership development should be seen as any professional activity undertaken once principals have taken their posts. Such provision may be complimentary to pre-service preparation or as a substitute for it.

In studies of the professional development needs of experienced principals attention has been drawn to the need for experienced principals to have available to them a range of learning opportunities from which selection can be made in accordance with specific needs. These learning experiences may usefully involve: study groups; advanced seminars; reading and discussion groups; presentations by current thinkers or expert practitioners; attendance at national academies or conferences; and opportunities to become coaches, facilitators, or trainers themselves (Bush, 2008). Hallinger (2003) argues that in-service opportunities are often haphazard, under-funded and limited in both scope and content. The content of in-service program-

mes, however, is more varied in approach than the pre-service curriculum and is more firmly connected to the needs of principals. The greater involvement of practitioners in planning, mentoring and delivering programmes has had a beneficial effect and is in sharp contrast to pre-service programmes. In-service learning should not however be haphazard or fragmented. Rather the curriculum should be: carefully designed with attention to prior learning; coordinated and aligned across all learning providers and activities; provide core skills and knowledge that will enhance leadership, but also knowledge and skills related to the specific certification requirements (Browne-Ferrigno, 2003).

The continuing professional renewal of experienced principals is an important part of what is essentially a process of lifelong learning. At the same time as programs of professional development should be made available to principals seeking to enhance their own professional growth and development, principals themselves can play an important part in the professional advancement of aspiring principals and others who have been newly appointed to the position of a principal, and indeed to other positions of leadership at schools and educational institutions more generally.

One of the issues of major importance is a necessity to ensure *coherence of provision by different institutions*. A broad range of providers can cater for the varied training needs for school leadership. Training is provided by ministries of education or local governments, or outsourced to specialized institutions, to teacher training institutions or to a specialized body established to focus on school leadership training. Universities also have a broad range of supply. In addition, teachers' and school leaders' institutions have developed their own training programmes. Where there is no national orientation but a range of institutions catering for local or regional needs, it is important to have clear standards that ensure that suppliers focus on good leadership development. Designing, delivering and assessing leadership programmes require complex skills, including leadership experience, understanding of relevant research and literature, and highly developed oral and written communication skills. That is why a lack of suitable course leaders and staff may be experienced. Bolam (2004) discusses the challenge faced by research-ambitious universities to produce high-quality research and publications on school leadership development. Another strategy is to encourage practitioner research, develop school leaders to become consultant leaders and contribute to programmes as facilitators, consultants and coaches.

The analysis of leadership development programmes (Bush, 2008; Bush, Jackson, 2008; Pont et al, 2008) allows generating a "*content model*" for le-

adership development. Programmes may vary in structure, content and effectiveness. Some of the differences perceived depend on how the role of school leadership is conceived. Whether school leadership development focuses on managerial responsibilities, including business skills and resource management, and/or on instructional leadership skills will depend on the level of autonomy and decentralisation granted to schools and the roles leaders are asked to play. However, a core curriculum most likely comprises five main themes: *Instructional leadership:* the topics related to teaching and learning, pedagogical leadership, managing teaching and learning. Leaders seek to achieve good outcomes by influencing the motivation, commitment, capability of teachers. They monitor teaching and learning to check that high standards are being achieved. So the course modules on instructional leadership need to address these topics. *Law:* the purpose of the module is to ensure that leaders understand the main requirements affecting schools and their management. *Finance:* principals need skills to set and manage budget, audit spending and ensure that expenditure is targeted and meets school objectives. *Managing people:* principals may be responsible for the full range human resource management: staff selection, induction, mentoring, staff development, deployment, appraisal, discipline. Module should include these topics. *Administration:* administration should be regarded as a function that supports the educational mission of a school.

The most controversial area associated with principal development is that concerned with the setting of *standards for school leadership*, and the *licensure/certification* of leaders (Bush, 2008). The standards are being used for certification as a principal, for principal evaluation and for professional development programmes. These principles underpin the knowledge requirements, personal qualities, and actions of leaders in certain leadership areas. These standards offer a framework to guide professional learning and a basis for the development of leadership programmes. Only a few countries have made significant advances in the identification of a set of commonly agreed national standards for educational leadership. Even fewer countries have used national leadership standards as a basis for the design and accreditation of leadership programs for school leaders and for the development and implementation of assessment tools for the licensure/certification of beginning principals and the re-licensure of practicing principals.

There are two basic approaches to standards of school leadership: competency-based approach and performance-based approach (Louden, Wildy, 1999). A competency framework for standards of school heads' work usually identifies key areas of principal's responsibility. Within each of the key areas there is a

subdivision of further competencies. The standard of performance in each competency is to be judged by certain indicators of principal's work. The competency-based model for standards is the one that describes observable behaviours based on a close scrutiny and analysis of the role of school principals. The weaknesses of this approach are the hierarchical lists of dispositions, knowledge and duties; the decontextualizing of performance and the promise of false dichotomies of those who reach a prescribed standard and those who fail. The purpose of the performance-based model of leadership standards is to specify and illustrate the range of performance within the school principal's work. The project consists of three stages. The first stage is an initial research into selecting dimensions of school head's work and establishment of a continuum of performance. The second phase provides an account of the content of principal's work. The third stage is designed to develop progress maps that describe the progression in development in performance in each dimension. Rich in reality of case studies, performance-based approach appears to be a potential alternative to lists of hierarchical duties and responsibilities in competency-based model as well as provides insight to leadership development programmes.

Differences in approach reflect deeply held differences in philosophy regarding professional learning and career planning. On the one hand, it is argued that the presence of standards and mandatory requirements creates hurdles that function as disincentives for people who might consider applying for leadership positions. On the other hand, the determination and assessment of standards and certification is necessary in order to enhance professionalism and ensure quality.

A recent study by Darling-Hammond et al. (2007) identified differentiated elements as contributing to the success of pre-service and in-service training programmes.

For successful *pre-service* training, starting with the targeted recruitment and selection of teachers with leadership potential, key elements are:
- a coherent curriculum aligned to state and professional standards that emphasize instructional leadership and school improvement;
- active student-centred instruction;
- social and professional support as well as formalized mentoring and advising;
- designed internships that provide exposure.

Successful training of practicing principals involves them having a training continuum, which includes pre-service, induction and in-service. Particular elements that make for successful training are:
- leadership learning grounded in practice, including analysis of classroom practice,
- supervision and professional development using on-the-job observation;
- collegial learning networks such as principals' networks, study groups;
- mentoring or peer coaching that offer communities of practice and ongoing sources of support.

The delivery methods and timing of preparation and professional development may vary depending on specific national contexts. Some countries or regions may focus primarily on on-the-job development, while other countries emphasize strong initial training for leadership. A third strategy is to provide specialized training at educational institutions at different stages of a leader's career. The content of leadership development programmes needs to be tailored specifically to the changing needs of the participants, whether it is pre-service preparation, induction during the first years, or in-service provision for more experienced leaders. An overview of how the programmes for each stage link with each other and with leadership standards and/or certification requirements is vital for a strategic view of leadership development. Of particular importance is the need to contextualize approaches to ensure relevance and to customize approaches to ensure responsiveness to particular needs. The number of continuing professional learning approaches identified is of particular importance. These approaches – reflective practice, action science, mentoring, field based learning, etc. – are considered to be essential elements in a framework intended to support continuing professional development for school leadership.

Model of school leadership development system and criteria for its analysis

School leadership and issues concerning the optimum approaches to effective recruitment, assessment and development of principals have become matters to which increasing concern has been devoted in education systems internationally. Systems of preparatory training, certification, selection, assessment, induction and ongoing development for school leaders are necessarily rooted in specific national conditions and contexts. In evaluating these diverse approaches, researchers should first of all acknowledge the vital importance of culture and context shaping education, leadership and leadership development in each country (Bolam, 2004). However, despite such differences, there has been a global trend toward more systematic provision of leadership and management development for school leaders. Huber (2004) offers generalizations about current trends in school leadership preparation:
- Stronger coherence and coordination around state leadership development vision and practice standards, national accreditation standards, and research findings;

- Stronger focus on instructional leadership and leadership for change, improvement, and reform;
- Greater emphasis placed on identifying and recruiting potentially stronger and more effective leaders;
- Greater emphasis placed on the importance of leadership at all levels (teacher leaders, school leaders, district leaders, and state leaders) coupled with an emphasis on continuous evolution and development of leadership capacity;
- Stronger use of both informal and formal internship and mentoring features as specific components of both initial preparation and continuing education programs;
- Increasing partnerships and coordination between universities, regional service centres, departments of education, local districts, and private foundations and corporations;
- Emphasis on acquisition and continued enhancement of knowledge, skills, competencies, and practices.

Referring to the data of longitudinal researches, Bush (2008) and Watson (2003) provide an approach to school leader professional development which:
- is centrally concerned with improving the quality of schooling and the achievements of pupils;
- is systematic, comprehensive and of high quality;
- makes available continuing opportunities for every phase of career;
- has a concern for practical skills but also for a more philosophical approach;
- involves a range of providers;
- provides core training, but supports development opportunities that mean more than this; and,
- is based on the best evidence available and fosters the research that generates this.

On the basis of the theoretical analysis of school leadership development organization the model of school leadership development system has been designed (Fig. 1). The criteria for the model analysis are summarized in Table 1.
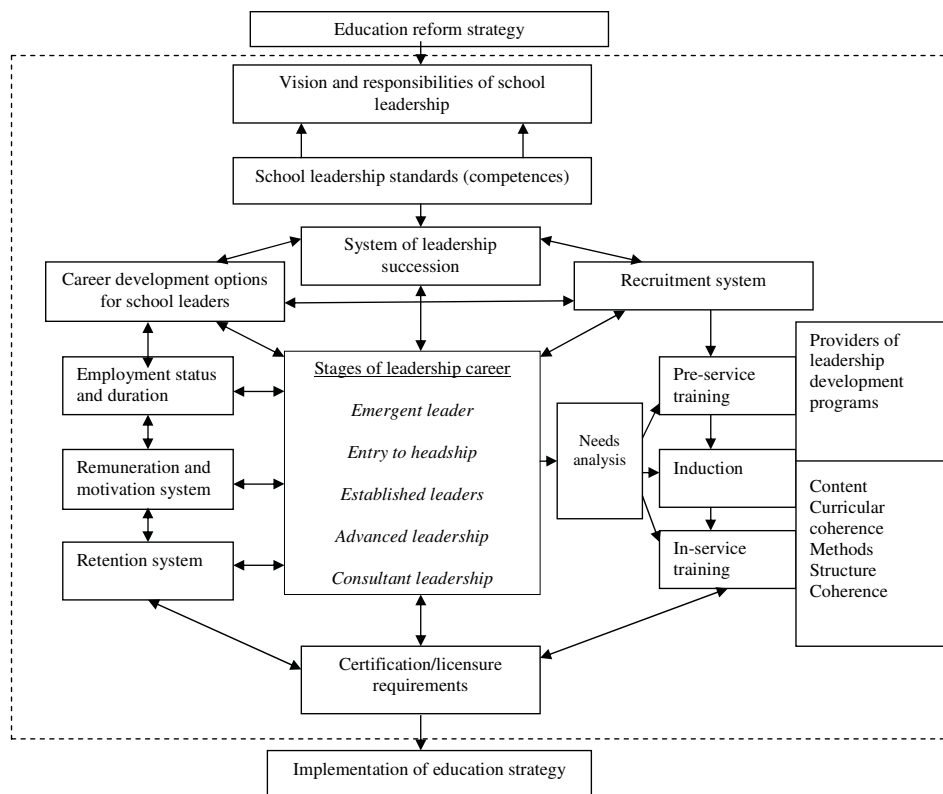
Fig. 1. Theoretical model of school leadership development system
Source: created by the author

Researchers (Bolam, 2004; Pont et al., 2008) have introduced the main criteria for the analysis of school leadership development systems. Summarizing the introduced criteria the following theoretical approach to school leadership development system analysis has been developed:

Table 1

Criteria for the analysis of the model of school leadership development (adapted from Bolam, 2004)

Sub-model	Key issue
Vision and responsibilities of school leadership	What concept of school leadership underpins the vision of school leadership development? What is the level of school leadership autonomy? Are the core leadership responsibilities defined and delimited? What are they?
School leadership framework/standards (competences)	What leadership competences should school leaders possess? Is there a leadership framework/standards/competences that provide guidance on the main responsibilities of effective school leaders and signal the vision of school leadership? Are the standards a basis for consistent recruitment, training and appraisal of school leaders? How does leadership development system interrelate with leadership standards? Do leadership standards guide professional development of school leaders? Does the system ensure leadership competences acquisition and development process?
School leadership succession	Are there clear strategies of school leadership succession planning in a country? Does succession planning involve identifying potential leaders and encouraging them to develop leadership practices?
Recruitment for school leadership	Is there a systematic framework ensuring that the recruitment procedures and criteria used are effective, transparent and consistent? What are the eligibility criteria for school leadership? What are the selection criteria for selection of candidates from a pool of eligible candidates? What are the recruitment procedures?
Career development options for school leaders	Are there career development prospects for school leaders? Are there any opportunities provided to step up towards new opportunities (e.g. jobs in educational administration; consultant leadership etc.)?
Employment status and duration	What is the employment status of a school leader? What is the duration of appointments to principalship?
Remuneration and motivation system	What are the factors influencing the motivation of individuals to apply for school leadership (e.g. intrinsic motivation; factors related to recruitment and working conditions; workload, work-life balance; salary levels; career prospects etc.)?
Retention system	Are the incentives that add value to leaders' professional experiences, work conditions and personal concerns promoted?
Certification/licensure requirements	How does leadership development system address certification/licensure requirements? Are the programmes adjusted to certification requirements?
Needs analysis	How are school leaders' development and training needs established? How are the needs and demands of school leaders analyzed?
School leadership development	Does leadership development for school leaders include preparatory, induction and in-service components? What are their broad features? Is the leadership development coherent? Are the system components interrelated? How does leadership development system correspond to participants' needs at various leadership career stages? How does leadership development system meet organizational challenges to leadership (succession, recruitment, appointment, etc)? How does leadership development correspond to succession planning? How does leadership development respond to leadership retaining strategy? How are the programmes funded (e.g. nationally, locally, by individual grants, etc.)? How large is the budget? Is the budget sufficient?
Providers of leadership development programs	Who are the providers or deliverers? (e.g. universities, national and local educational institutions, etc). Do they have a capacity to "deliver"? Do leadership development programmes carry accreditation, if so, from whom (e.g. government, university, etc.)? How are they co-coordinated (e.g. by government, university, etc.)? Is there enough information about the choice of the programmes? Are the programmes available for all willing to participate? Is the network of leadership development providers coherent? Is there enough information about leadership development opportunities? Are there competent lecturers?

Main features of the programs	Are the school leadership development programmes compulsory?
	How are the programmes funded (e.g. nationally, locally, by individual grants, etc.)?
	What are the main content areas of training programmes?
	Is the process linked to performance management and/or national leadership standards? Is the process linked to certification/licensure requirements?
	Are the programmes standardized or personalized?
	What methods are used in school leadership development programmes?
	What are the core modules in the curriculum? How does the curriculum underpin leadership concept?
	What part does theory play?
	What classroom-based methods are used? What field-based methods are used?
	What role is played by information and communication technology, e-learning?

A theoretical model of school leadership development provides a starting point for the construction of a methodological framework for school leadership development studies in Lithuania which would respond to a global trend towards more systematic provision of leadership development as human resource management, particularly for school principals.

Discussion

As the expectations of what schools should achieve have changed dramatically over the recent years, Lithuania as well as other European countries need to develop new forms of school leadership better suited to respond to current and future educational environments. In order to do so, according to Pont et al (2008), Lithuania needs to address two sets of challenges simultaneously.

First, Lithuania needs to support and retrain the school principals who are currently on the job. Most of them were hired into schools in educational environments that were fundamentally different from the contemporary ones. Over time the rules of engagement for principalship/leadership have changed. As the roles and responsibilities of principals have evolved, the terms and conditions of service also need to be revised. Today's school leaders need to learn to adopt new forms of more distributed leadership. They need in-service training to develop and update their skills and they need more adequate rewards and incentive structures to stay motivated on the job and provide high quality leadership.

Second, Lithuania needs to prepare and train the next generation of school leaders. Especially at a time of high demographic turnover in leadership, thinking about and caring for the future is an essential aspect of system leadership. Lasting improvement depends on a clear definition and better distribution of leadership tasks within schools, planned succession mechanisms, professionalized recruitment processes, preparatory training, mentoring of new leaders, working conditions that attract high quality graduates to educational leadership and a commitment to greater leadership density and capacity within schools from which future high level leaders can emerge.

At the same time, it is important to contextualize school leadership policies. There is no single model of leadership that could be easily transferred across different school-level and system-level contexts. The specific contexts in which schools operate may limit school leaders' functions, or provide opportunities for different types of leadership. Depending on the school contexts in which they work, school leaders face very different sets of challenges. Approaches to school leadership policy need to be based on careful consideration of the context in which schools operate and their particular challenges.

A theoretical model of school leadership development introduced in the article provides a starting point for the construction of a methodological framework for school leadership development studies in Lithuania which would respond to a global trend towards more systematic provision of leadership development, particularly for school principals.

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Mokyklų vadovų kompetencijų tobulinimo sistemos projektavimas Lietuvoje: teorinis pagrindas

Santrauka

Mokyklų vadovai susiduria su vis didėjančiais reikalavimais ir lūkesčiais šiame sparčių ir nuolatinių technologinių naujovių ir globalizacijos amžiuje. Šalyse, besistengiančiose pertvarkyti savo švietimo sistemas taip, kad būtų galima suteikti mokiniams žinių ir įgūdžių, reikalingų sparčiai besikeičiančiame pasaulyje, greitai kinta ir mokyklų vadovų vaidmenys ir jiems keliami reikalavimai. Daugelyje šalių mokyklos įgijo daugiau autonomijos, pareigų ir atsakomybės, todėl mokyklos vadovui jau nebepakanka būti geru administratoriumi – iš jo dabar reikalaujama būti tikru mokyklos kaip mokymosi organizacijos lyderiu, plėtoti lyderystę tiek savo organizacijoje, tiek už jos ribų.

Svarbiausias lyderystės tikslas sudėtingoje ir žiniomis besidalijančioje visuomenėje – užtikrinti mokyklos tapsmą besimokančia organizacija. Kitaip tariant, organizacijose vis labiau suvokiamas poreikis plėtoti kultūrą, kurioje reikiamas lyderių savybes ir vertybines nuostatas formuotų organizacijoje jau dirbantys lyderiai ir kurioje sukurtos sistemos, procesai ir organizacinės normos padėtų aktyviai plėtoti šias savybes ir vertybines nuostatas. Daug dėmesio skiriama ir kultūros sukūrimui, kurioje būtų galima sudominti ir motyvuoti asmenis, turinčius lyderystės gebėjimų.

Naujoje pasidalytosios lyderystės paradigmoje mokyklų lyderių ugdymo klausimai tampa ypač aktualūs. Švietimo lyderių ugdymas, atsižvelgiant į ateities poreikius, susideda iš dviejų procesų: vadovų kaitos planavimo proceso, kurio pagalba surandami ir išugdomi asmenys, užimsiantys laisvas vadovų vietas ateityje, ir esamų vadovų kompetencijų ugdymo proceso, kuriuo užtikrinamas kompetencijų ugdymas skirtingais mokyklų vadovų karjeros etapais. Taigi mokyklų vadovų kompetencijų ugdymo sistemos projektavimas siejasi su tokiomis žmogiškųjų išteklių vadybos sritimis kaip vadovų atranka, vertinimas, karjeros planavimas. Todėl darnios švietimo įstaigų vadovų kompetencijų ugdymo sistemos koncepcijos paieška yra vienas pagrindinių švietimo sistemos kaitos uždavinių.

Švietimo įstaigų vadybai mokslinėje literatūroje skiriama daug dėmesio, tačiau būdai, kaip vadovai išsiugdo vadovavimo kompetencijas, gana mažai tyrinėti. Pastarųjų metų šalies socialinio, ūkinio, kultūrinio gyvenimo permainos, atsivėrę nauji visuomenės raidos kontekstai ir iškilę nauji uždaviniai skatina išryškinti dabartinį švietimo įstaigų vadovų kompetencijų ugdymo sistemos vaidmenį, numatyti tolesnės jos plėtotės tikslus ir būtinus pertvarkos darbus. Straipsnio autorių atliktų tyrimų rezultatai (Kontautienė, Melnikova, 2007; 2008) liudija, jog esama švietimo įstaigų vadovų kompetencijų ugdymo sistema dar nėra pakankamai darni ir efektyvi. Išliko probleminė tiek išorinė (sistemos ir švietimo įstaigų vadovų kompetencijų ugdymo dabartinių poreikių), tiek vidinė (atskirų kompetencijų ugdymo sistemos grandžių) dermė. Siekiant, kad švietimo įstaigų vadovų kompetencijų ugdymo sistema veiktų efektyviai ir darniai, būtina atlikti dvejopo pobūdžio darbus: viena vertus, suderinti tolesnę sistemos plėtotę su bendraisiais švietimo įstaigų vadovų siekiais ir poreikiais, tam tikra raidos vizija, kita vertus, suderinti skirtingas sistemos dalis tarpusavyje, užtikrinti jų kryptingą ir efektyvią sąveiką, sudarant sąlygas kryptingam būtinų kompetencijų ugdymui, nes pagrindinė sistemos efektyvumo sąlyga –vidinė ir išorinė jos dermė.

Švietimo įstaigų vadovų kvalifikacijos tobulinimo galimybėmis Lietuvoje domėjosi Arbatauskas (1996); Kučinskienė, Kučinskas (2002); Želvys, (2003). Švietimo ir moks-

lo ministerijos užsakymu per pastaruosius penkerius metus buvo atlikti sociologiniai tyrimai, atskleidžiantys tam tikrus šios problemos aspektus. Tačiau iki šiol nebuvo sukurta teorinio modelio švietimo įstaigų vadovų kompetencijų ugdymo sistemos tyrimams. Šio straipsnio tikslas – mokslinės literatūros analizės pagrindu suprojektuoti teorinį švietimo įstaigų vadovų kompetencijų ugdymo sistemos modelį ir pateikti kriterijus jo analizei.

Pirmoje straipsnio dalyje apibrėžiamos pagrindinės švietimo įstaigų vadovų rengimo sistemoje vartojamos sąvokos, atskleidžiami mokyklų vadovų rengimo organizavimo principai. Mokyklų vadovų kompetencijų ugdymo sistema analizuojama kaip kontinuumas, kaip nuolatinis mokymosi procesas, kurį sudaro trys tarpusavyje susijusios grandys: pirminis mokyklų vadovų rengimas, pradedančiųjų vadovų rengimas ir kompetencijų tobulinimas. Teigiama, jog mokyklų vadovų kompetencijų ugdymas vyksta ne stichiškai, bet sistemingai, atsižvelgiant į mokyklų lyderių poreikius skirtinguose karjeros etapuose. Todėl svarbu apibrėžti mokyklos vadovo karjeros sampratą ir išskirti karjeros etapus. Šiam tikslui pristatomas penkių lyderystės mokykloje pakopų modelis: pirmoji pakopa – lyderystės užuomazgos (kai mokytojas pirmą kartą prisiima atsakomybę dėl vadovavimo ir lyderystės); antroji pakopa – nusistovėjusi lyderystė (patyrę lyderiai, pvz., vadovų padėjėjai ir pavaduotojai, kurie nesiekia paaukštinimo; trečioji – lyderystės pradžia (mokytojo paruošimas ir priėmimas į mokyklos aukštesniosios grandies darbuotojų lyderystės pareigas); ketvirtoji – pažengusi lyderystė (subrendę mokyklų lyderiai (šias pareigas užimantys trejus ar ketverius metus); penktoji pakopa – lyderystės konsultantai (patyrę lyderiai, užsiimantys kitų lyderių mokymu, ugdomuoju vadovavimu ir naujokų globa). Akcentuojama, kad kiekvienam karjeros etape turi būti užtikrintas subalansuotas kompetencijų ugdymas, grindžiamas nuolatiniais mokyklų lyderių kompetencijų poreikių tyrimais.

Straipsnyje taip pat trumpai apibūdinamos mokyklų vadovų kompetencijų ugdymo sistemos grandys. Pradinis vadovų rengimas apibrėžiamas kaip mokomoji ir kitokia veikla, vykstanti prieš pradedant dirbti. Vienose valstybėse reikalaujama formaliojo pagrindinio išsilavinimo, kitose galima tapti mokyklos vadovu ir neišklausius pradinių švietimo kursų. Vienose šalyse pradinis mokyklų vadovų rengimas – tai formalus akademinis rengimas, kitose pradinis rengimas vyksta akademinio kvalifikacinio laipsnio nesuteikiančių kursų ar seminarų metu. Pagrindiniai literatūroje išskiriami pradinio rengimo trūkumai yra susiję su atotrūkiu tarp kursuose dėstomos teorijos ir realios vadybinės praktikos bei su švietimo vadybos kursų turinio perteikimo būdais. Todėl straipsnyje išskiriamos efektyvių švietimo vadybos programų charakteristikos, pateikiami šiuolaikiniai aktyvaus mokymosi metodai, naudojami ugdant mokyklų vadovų kompetencijas.

Straipsnyje aptariamas naujai pradėjusių dirbti vadovų rengimo etapas. Mokyklų vadovų darbo pradžią galima vertinti kaip vienerių ar dvejų metų procesą, tačiau iš tiesų tai didesnės profesinės socializacijos patirties dalis. Todėl

kyla antrasis tikslas – suteikti naujiems vadovams pagrindinių žinių ir įgūdžių, reikalingų tolesniame švietimo vadovo darbe. Paprastai šį mokymą sudaro pratybos ir seminarai, padedantys vadovams spręsti kylančias problemas. Įvairios švietimo institucijos vis labiau remia ir įvairias kuravimo formas.

Straipsnyje apibūdinamas mokyklų vadovų nuolatinių kompetencijų tobulinimo procesas. Pabrėžiama, jog, jeigu pradinis vadovų rengimas sudarytas iš tam tikrų apibrėžtų kursų ir aiškių studijų sričių, tuomet kvalifikacijos tobulinimui tai nėra būdinga. Švietimo vadovų poreikiai labai įvairūs, todėl vadovai linkę patys susidaryti savo tobulinimosi programas ir jas įgyvendinti. Tačiau lėšų kvalifikacijos tobulinimui skiriama vis mažiau, didėja spaudimas orientuotis į tokį tobulinimąsi, kuris būtų susijęs su mokyklos veiklos gerinimu. Šiandien populiarūs bandymai keisti mokyklą į veiklos kokybę orientuotomis formomis: komandų formavimas, mokyklos plėtros programų rengimas ir kt. Atitinkamai kinta ir mokymo būdai: nebeužtenka paskaitų, kursų, seminarų ir pratybų, organizuojama gausybė savaitę trunkančių renginių, kuriomis asociacijos, formuojami tinklai ir kt. Visi jie susiję su mokyklos plėtra ir nuolatiniu profesiniu švietimo vadovų tobulinimusi. Straipsnyje aptariami požiūriai į mokyklų vadovų vadybinės veiklos standartų kūrimą ir mokyklų vadovų atestavimą.

Antroji straipsnio dalis fokusuojasi į svarbiausias tendencijas ugdant švietimo įstaigų vadovų kompetencijas. Akcentuojama, jog nepaisant to, kad kiekvienos šalies mokyklų vadovų kompetencijų ugdymo sistema yra savita ir unikali, priklausanti nuo šalies sociokultūrinio ir kitų kontekstų, galima įžvelgti bendras pasaulines mokyklų vadovų kompetencijų ugdymo sistemų raidos tendencijas.

Teorinė literatūros analizė leido išskirti šiuos svarbiausius mokyklų vadovų kompetencijų ugdymo sistemos parametrus: mokyklų vadovų kompetencijų ugdymo sistemos koncepcijos kūrimas ir mokyklų vadovų atsakomybių išskirimas kaip holistinė mokyklos vadybos vizija; mokyklos vadybos standartų / kompetencijų nustatymas; mokyklų vadovų kaitos planavimas ir valdymas; žmogiškųjų išteklių vadybos mokyklose procesai (atranka, verbavimas, karjeros planavimas ir kt.); atestacijos reikalavimų suderinamumas; kompetencijų ugdymo sistemos grandžių dermės užtikrinimas; švietimo vadybos programų turinio, metodų ir pan. aspektai.

Atliktos teorinės analizės pagrindu suprojektuotas švietimo įstaigų vadovų kompetencijų ugdymo sistemos modelis, pateikiami kriterijai jo analizei. Švietimo įstaigų vadovų kompetencijų ugdymo sistema turi atliepti tiek mokykloje vykstančia kaita, tiek bendrąja švietimo kaita. Sistema turi būti orientuota į būtinų kompetencijų ugdymą kiekviename mokyklų vadovų karjeros etape bei remtis nuosekliais mokyklų vadovų poreikių tyrimais.