

Innsbruck – closing meeting

1st day

Thomas Weber – School management in Austria

see presentation on the project homepage

Peer Review – Kristina and Thomas

see presentation on the project homepage

What is innovative?

- it comes from people from within... What would have happened if we had asked leaders from other sectors?
- The Swedish focus corresponds to the 5 areas more or less – so how innovative? :)

Multiple uses (table)

Vladimir: between institutional and school leader there's the level of school owner/maintainer

Tibor: the “?” in the table can be policy making as well, with a special regard to the relation between the labour market and education

all partners agreed that these suggestions should be put in the FP in the conclusion chapter

recommendation for EPNoSL to deal with this topic in particular

Final Publication - Topics that need to be discussed

1. National adaptation:

- should there be anything in common or not?
- some chose one area others didn't – introduction of chapter 8
- introduction at the beginning of each 8th chapter,
- there should be one common goal: how different stakeholders see this concept in each country
- have a common structure

2. Conclusion chapter:

- is there a sustainability aspect?
- What to put in this chapter?
- integrate some ideas of the peer-review in it
- Should there be two separate chapters: recommendations and conclusions?

3. Competency framework:

- how to present it?
- Synoptic version: where to put it?

4. Coherence and validity

5. Chapter 9 – measurement

- big question in SK
- could go into the recommendations? what about 9.1 is it a tool?

6. Methodology

7. Profiles

8. Terminology and name questions

- international, transnational CF? Demand-driven CF – a name to use?
- Theoretical basics: what to put there?

Chapter 5: THE PRODUCT

There needs to be an introduction:

the structure of the CF for the reader – Vladimir will write it

Format:

Leading and Managing Learning & Teaching

description of the area: one paragraph

Key descriptors: 5 sentences

Competencies: KSA

Vignettes

L&M Change

etc.

the different parts should be graphically separated, made clear

How to use it?

→ recommendations on how to use it will appear in the conclusions (Kristina and Thomas' table) and in some other chapters: national adaptation, assessment tools

National Adaptation

Common structure:

1. national context: school leader training in the country, key actors, institutions (2-3 paragraphs)
2. short description of the training programme itself
3. who was involved and the description of the process (interviews, focus groups, document analysis etc.
4. results & recommendations

Chapter on the National adaptation:

introduction: the structure of the national adaptations common goals and points (Nora)

8.1 – 8.5 (5 countries)

summary: half a page: we have used several methods – focus groups, interviews, with different stakeholders... it was a 2 way process: adaptation but at the same time learning process for the staff and on the TP (Nora)

Conclusion

Discussion on what Glynn wrote:

Michael: behaviour: change from A to B, action: doesn't have a beginning nor an end, context-boundedness has no beginning or end

→ we changed the word behaviour to action

Kristina: headteacher or school leader?

→ Glynn: have a glossary of terms – Glynn will edit it

Michael: agrees with the content but how does it relate to the project?

Glynn: could be called as final thoughts

Chapter on Conclusion:

1) what we learnt from the project

Kristina and Thomas: conclusion on the process + grid on the use

2) compilation of the country conclusions:

each country sends 2-3 conclusive sentences to be put in the conclusion chapter

linking it to

3) final thoughts of Glynn

Executive summary (idiots' guide :))

at the beginning of the book: purpose of the whole project

+

looking at the concluding remarks of each chapter

brief overview of everything written

sustainability and dissemination

Terminology

the name of the baby:

Central Five

2nd day

School visit

Theoretical basics

Glynn sends his part on the comparison of different CFs by 4th Dec.

Tibor completes it with an introductory 3.1 on the definition of competences

which will be reviewed by Glynn and Michael by the 15th Dec

Assessment tools

1. Eliska: online tool

questions regarding L&M Self: online form to be filled in by a school leader who will then receive feedback on her/his strengths and weaknesses, points of development

Polona's suggestion: there should be at least 2-3 sentences on “what next” how could these competencies be developed

2. Tibor: presentation of the survey with successful school leaders

see attached document

all partners were interested in the questionnaire

Tibor will send the questionnaire to partners and let them have the possibility to use it

Dissemination and sustainability

- Tibor's questionnaire
- Michael: leadership academy: using for self-assessment the central five
- Justina: leadership and management group of ATEE + presentation
- Nora: policy network: some people will be asked to give written reflections on our work
- Policy network: for general dissemination purposes (Michael, Justina, Nora)
- ICSEI association – Michael is the president, he will pass it on
- national conferences, seminars

January

partners will complete the list on dissemination: past + future plan

Future of the cooperation

more work on the assessment

following Tibor's example: more qualitative study on successful leaders

Glynn: competency framework in action

further development on Tibor's study

Thomas: got inspiration from Tibor

Tibor: through EPNoSL

- informally: ask some experts to give us reflections
- get information from all participating countries

Polona: it would be a waste not to continue, let's go on

Eszter: let's come back to this question in January, if there are specific ideas, we can look for funds

DEADLINES in the excel file