

# UNIVERSITY OF PIRAEUS



**Department of Digital Systems  
Postgraduate Programme “Digital Systems & Services”  
Area of Study: E-Learning**

## **Master Thesis**

### **SCHOOL LEADERSHIP MODELS AND COMPETENCE FRAMEWORKS: A SYSTEMATIC LITERATURE REVIEW**

Thomai Voziki

ME:14003

Supervisor: Fotini Paraskeva, Associate Professor

*Piraeus, [June, 2016]*

## Table of Contents

List of Figures .....	3
List of Tables .....	3
Preface.....	4
Abstract.....	5
Περίληψη .....	6
Chapter 1: Introduction.....	7
1.1 Problem Definition.....	7
1.2 Thesis Structure.....	7
1.3 Thesis Contribution.....	8
Chapter 2: Method of Systematic Literature Review .....	9
2.1 Research questions .....	9
2.2 Search strategy .....	9
2.3 Inclusion and exclusion criteria.....	10
Chapter 3: School Leadership Models.....	11
3.1 Introduction .....	11
3.2 School Leadership Models Analysis .....	12
3.2.1 Instructional Leadership.....	12
3.2.2 Managerial Leadership.....	15
3.2.3 Executive Leadership.....	16
3.2.4 Distributed Leadership.....	17
3.2.5 Transformational Leadership .....	20
3.2.6 Transactional Leadership .....	22
3.2.7 System Leadership .....	23
3.2.8 Technology Leadership.....	24
3.3 Summary .....	27
Chapter 4: School Leadership Competence Frameworks.....	29
4.1 Introduction .....	29
4.2 Existing School Leadership Competence Frameworks.....	30
4.2.1 Standards for Administrators .....	30
4.2.2 Interstate School Leaders Licensure Consortium Standards .....	31
4.2.3 Central5: A Central European view on competencies for school leaders	34
4.2.4 Teacher Leader Model Standards .....	37
4.2.5 National Professional Qualification for Headship .....	39
4.2.6 The School Leadership Model.....	41
4.2.7 The Australian Professional Standard for Principals .....	42
4.2.8 Leadership Competence Framework .....	44
4.2.9 Teacher Leader Competence Framework .....	45
4.2.10 Professional Standards for Educational Leaders.....	47
4.2.11 School Turnaround Leaders: Competences for success.....	49
4.2.12 Leadership Standards for Principals and Vice-Principals in British Columbia 51	
4.2.13 Standards for School Administrators .....	52
4.2.14 School Leadership Framework .....	54
4.2.15 School Leadership Competence Continuum.....	55
4.3 Summary .....	57
Chapter 5: A School Leadership Competence Meta-Framework.....	63
5.1 Brief description.....	63

5.2	Analysis of Meta-Framework.....	68
5.2.1	Leading the internal processes of the school organization .....	68
5.2.2	Leading the staff and students.....	72
5.2.3	Leading Self .....	81
5.2.4	Leading the external processes of the school organization.....	84
Chapter 6:	Conclusions.....	89
References	.....	90

## List of Figures

<b>Figure 1: Leadership as a distributed phenomenon (NCSL, 2004)</b> .....	20
<b>Figure 2: School leadership competence Meta-framework for K-12</b> .....	63
<b>Figure 3: Graph of frequencies for Competence Areas in Meta-framework</b> .....	66
<b>Figure 4: Percentage graph of Competence Areas in Meta-Framework</b> .....	67

## List of Tables

<i>Table 1: Summary of the main school leadership models' characteristics</i> .....	27
<i>Table 2: Summary of the framework "Standards for Administrators"</i> .....	31
<i>Table 2: Summary of the framework "Interstate School Leaders Licensure Consortium Standards"</i> .....	33
<i>Table 3: Summary of the framework "Central5: A Central European view on competencies for school leaders"</i> .....	36
<i>Table 4: Summary of the framework "Teacher Leader Model Standards"</i> .....	38
<i>Table 5: Summary of the framework "National Professional Qualification for Headship"</i> .....	40
<i>Table 6: Summary of the framework "The School Leadership Model"</i> .....	42
<i>Table 7: Summary of the framework "Australian Professional Standard for Principals"</i> .....	43
<i>Table 8: Summary of the framework "Leadership Competence Framework"</i> .....	45
<i>Table 9: Summary of the framework "Teacher Leader Competence Framework"</i> .....	46
<i>Table 10: Summary of the framework "Professional Standards for Educational Leaders"</i> .....	48
<i>Table 11: Summary of the framework "School Turnaround Leaders: Competences for success"</i> .....	50
<i>Table 12: Summary of the framework "Leadership Standards for Principals and Vice-Principals in British Columbia"</i> .....	52
<i>Table 13: Summary of the framework "Standards for School Administrators"</i> .....	53
<i>Table 14: Summary of the framework "School Leadership Framework"</i> .....	55
<i>Table 15: Summary of the framework "School Leadership Competence Continuum"</i> .....	56
<i>Table 16: Summary of the main school leadership competence frameworks</i> .....	58
<i>Table 17: Summary of the competences of "Leading the internal processes of the school organization"</i> .....	68
<i>Table 18: Summary of the competences of "Leading the staff and students"</i> .....	72
<i>Table 19: Summary of the competences of "Leading self"</i> .....	81
<i>Table 20: Summary of the competences of "Leading the external processes of the school organization"</i> .....	84
<i>Table 21: Summary table of meta-framework</i> .....	88

## **Preface**

The present literature review was conducted as the final part of the Postgraduate Program “Digital Systems & Services” in the area of “E-Learning”, at University of Piraeus. The Master Thesis started at October 2015 and it was developed since May 2016.

I would like to extend my sincerest thanks to my supervisors Fotini Paraskeva, Associate Professor of Department of Digital Systems in University of Piraeus and Demetrios Sampson, Research Professor at University of Curtin who gave me the opportunity to collaborate with them and complete my Thesis with their guidance and support.

Additionally, I would like to express my gratitude to PhD Candidate Stelios Sergis, who gave me his time, a lot of constructive feedback and his direction whenever it was needed.

Finally, I wish to thank my family and friends for their support and their understanding.

## **Abstract**

The key objective of this Thesis is to shed light on the diverse aspects of K-12 school leadership models and competence frameworks through a Systematic Literature Review. School Leadership (SL) has been defined and perceived from diverse standpoints, leading to a multitude of models each one with special and unique characteristics regarding the specific tasks and responsibilities of the school leader. The basic systematic literature review process seems appropriate to school leadership and the preparation and validation of a review protocol in advance of a review activity is especially valuable. The objective of this Thesis is to collect and analyze the variety of unique school leadership models and competence frameworks, in order to organize the width of competences of the school leaders, make clear the differences between them and highlight the special competences that make each framework unique. The final result is the proposal of a consolidated meta-framework, which will depict the state-of-the-art in school leadership competences, aligned with specific school leadership models, useful to researchers and leaders who are willing to guide their institution effectively.

## Περίληψη

Ο στόχος της παρούσας Μεταπτυχιακής Διπλωματικής Εργασίας είναι να δημιουργήσει ένα μετα-πλαίσιο ικανοτήτων για τον σχολικό ηγέτη της Πρωτοβάθμιας και της Δευτεροβάθμιας εκπαίδευσης. Η πιο ταιριαστή μέθοδος που θα οδηγήσει στην παραγωγή του συγκεκριμένου μοντέλου είναι η εκτενής Βιβλιογραφική Ανασκόπηση.

Ο όρος «Σχολική Ηγεσία» είναι πολύ δύσκολος να περιγραφεί, καθώς υπάρχει πληθώρα διαφορετικών διατυπώσεων στην παγκόσμια βιβλιογραφία. Παρόλα αυτά, υπάρχουν τρία στοιχεία τα οποία αποτελούν κοινές υποχρεώσεις των σχολικών ηγετών κατά τη διάρκεια της θητείας τους και αυτά αφορούν την ηγεσία της τάξης και των μαθητών τους (μικρο-επίπεδο), την ηγεσία του προσωπικού τους και του εαυτού τους (μεσο-επίπεδο) και την ηγεσία του συνόλου του σχολικού οργανισμού σε σχέση με την κοινωνία (μακρο-επίπεδο). Κάθε ηγέτης ακολουθεί ένα από τα μοντέλα σχολικής ηγεσίας, τα οποία περιγράφονται στην παρούσα εργασία και απαιτείται να έχει κάποιες ικανότητες, οι οποίες τον οδηγούν στην επίτευξη των κοινών στόχων και οράματος που έχει θέσει για το σχολείο. Η εργασία προσπαθεί μέσω της δημιουργίας του μετα-μοντέλου ικανοτήτων να αντιστοιχίσει τις βασικότερες περιοχές ικανοτήτων με τα κατάλληλα μοντέλα ηγεσίας, διαπιστώνοντας ότι δεν υπάρχει μοναδική ταύτιση, αλλά η πλειοψηφία των ικανοτήτων είναι απαραίτητες σε κάθε μοντέλο σχολικής ηγεσίας.

Πιο συγκεκριμένα, η εργασία, αρχικά, ρίχνει φως στην περιγραφή των μοναδικών χαρακτηριστικών για κάθε μοντέλο σχολικής ηγεσίας κι έπειτα στα διάφορα πλαίσια ικανοτήτων όπως έχουν οριστεί για τον σχολικό ηγέτη σε πληθώρα χωρών παγκοσμίως, απαντώντας στα δύο πρώτα ερευνητικά ερωτήματα αντίστοιχα. Ο τελικός σκοπός της εργασίας είναι η ανάλυση και αποσαφήνιση των μοντέλων και των πλαισίων ικανοτήτων, η οποία θα οδηγήσει στην οργάνωση και τη συγκέντρωση τους σ' ένα ολοκληρωμένο μετα-μοντέλο ικανοτήτων. Οι περιοχές ικανοτήτων που έχουν περιληφθεί στο μετα-μοντέλο έχουν προκύψει από ποσοτική ανάλυση συχνοτήτων των αποτελεσμάτων της ανασκόπησης στο δεύτερο ερευνητικό ερώτημα σχετικά με τα πλαίσια ικανοτήτων.

## Chapter 1: Introduction

### 1.1 Problem Definition

School leadership is considered as a core aspect of successful overall school organizational development (OECD, 2012). Schools as learning ecosystems have consisted of a wide range of actors, including among others school leaders, teachers, students, parents and infrastructure (Bocconi et al., 2012). This ecosystem is built in three school organizational layers, the microlayer, which refers to the learning and assessment practices occurring inside classroom (Mandinach, 2012), the meso layer, which focuses on monitoring and evaluating the teaching practices and curriculum planning of the school (Ifenthaler & Widanapathirana, 2014) and the macro layer, which is related to the organizational processes of the school and the relationships with community (Kaufman et al., 2014). In this complex ecosystem, school leaders, including school principals and innovative school teachers, have been reported as a key agent for monitoring and evaluating systemic school performance, enhancing the students' educational outcomes (OECD, 2013), promoting and supporting continuous staff development (Liou et al, 2014), orchestrating the school organization infrastructure and budget and cultivating a nurturing school culture and collaboration channels with the school community (parents, non-profit organizations, other community stakeholders).

However, despite the apparent importance of school leaders in guiding their institution in improvement, the very concept of School Leadership has been defined and perceived from diverse standpoints, thus leading to a multitude of models proposed to describe it, each with its own special and unique characteristics regarding the specific tasks and responsibilities of the school leader. Additionally, following the broad range of aforementioned models, there is also a large proliferation in terms of the existent competence frameworks.

The present Systematic Literature Review aims to gather and study the *school leadership models* that have been proposed to define the unique characteristics of the concept of school leadership. Additionally, this thesis reports the *school leadership competence frameworks* that are used nowadays in schools all over the world on a systematic literature review. Based on these systematic literature reviews, the thesis will describe the state-of-the-art in school leadership competences and propose a consolidated meta-framework.

### 1.2 Thesis Structure

The remained of the thesis is structured as follows:



In **Chapter 2** has been described the methodology that has been employed in the systematic literature review, following the guidelines proposed by Keele, 2007. In this chapter are referred the need and structure of a review protocol as well as a description of the research questions that define the study. The search strategy is detailed and the keywords were used facilitated the appropriate results either in the libraries or the web. Finally, the chapter presents the inclusion and exclusion criteria that defined the final choice of the papers used in the review, as well as the search engines that facilitated the search.

In **Chapter 3** have been analyzed eight models of K-12 school leadership. Each model is initially presented in terms of existing definitions, followed by a description of the unique characteristics of the model that distinguish it from others. Finally, each description is concluded with a critical discussion on potential shortcomings of the model, as defined by the literature. In the last section of this chapter, there is a table which summarizes the basic features of each model for a quicker glance.

In **Chapter 4** fifteen school competence frameworks are analyzed and described in brief which association developed each framework, the time was needed, as well as the broader areas and each specific competence concluded. The description is concluded with a comment about the main focus of the framework. In the end of each framework as well as at the end of the chapter there is a summary table that helps to zoom out of the deep details.

In **Chapter 5** has been developed a meta-framework of the most common referred competences by the aforementioned frameworks, accompanied by a brief reasoning about the way that has been chosen. The competences have been grouped under broader domains and have been connected with the school leadership models from the first chapter. Finally, a figure depicting this model is provided, as well as a summary table gathering the main information.

Finally, **Chapter 6** discusses the proposed competence meta-framework and presents the conclusions of the thesis.

### **1.3 Thesis Contribution**

The contribution of the thesis is to collect and analyze the variety of unique school leadership models, competence frameworks and their characteristics. This is an important contribution considering the width of definitions and indiscernible differences between the school leadership models, in order to make clear the competence areas and the emerging competence needs of the school leader role.

## Chapter 2: Method of Systematic Literature Review

The present Master Thesis is based on a systematic literature review and focuses on gathering data by existing studies on school leadership in K-12 models and frameworks of competences, to trace out any gaps in current research and propose a meta-framework in which leaders could find the most common and emerging competences they need to meet the shared goals and vision of the school. The study is based on the original guidelines proposed by Keele (2007). These guidelines establish that a review should comprise specific steps. Firstly, a review protocol about the flow of study is designed. This protocol includes research questions, search and evaluation strategies, inclusion and exclusion criteria for primary studies, quality assessment and data collection form. Secondly, the protocol is implemented based on the design. Finally, the outcomes of the protocol implementation are collected, analyzed and presented.

### 2.1 Research questions

The main purpose of this study is to shed light on the concept of school leadership, define the unique characteristics of the school leadership models in K-12 and underline the essential contemporary competences for school leaders. The research questions that aim to address these purposes are:

**RQ1:** What school leadership models have been proposed to define the concept of K-12 school leadership?

**RQ2:** Which are the school leadership competences frameworks that have been proposed to describe the required competences of K-12 school leaders worldwide?

**RQ3:** Which are the common competence areas for K-12 school leaders that comprise a competence meta-framework?

### 2.2 Search strategy

The aim of the search strategy is to identify the primary studies of school leadership models and school leadership competence frameworks. The proposed research questions have been answered after an exhaustive search for papers. The first essential for the needed results was to define the right keywords (Calderon & Ruiz, 2015), such as “school leadership models” and “school leadership competences framework”. The next steps facilitated the review search (Brereton, Kitchenham, Budgen, Turner, & Khalil, 2006) were:

- General terms inspired from the research questions trying.

- Alternative spellings and synonyms for major terms.
- References from relevant papers.
- Boolean OR to add alternatives spellings and synonyms.
- Boolean AND to link the major terms.

### **2.3 Inclusion and exclusion criteria**

The systematic review protocol defines inclusion and exclusion criteria which are mentioned below.

#### **Inclusion Criteria:**

- Publications/ Internet Sources should describe one or more K-12 school leadership models with its characteristics and focal points.
- Publications/ Internet Sources should describe one or more K-12 school leadership competence frameworks, integrating the competences' description.

#### **Exclusion Criteria:**

- Publications/ Internet Sources not explicitly adhering to both aforementioned inclusion criteria.
- Publications/ Internet Sources on leadership not applicable on K-12 school education.
- Publications/ Internet Sources not written in English.
- Abstract-only publications will not be considered.
- Duplicate Publications/Internet Sources.
- Additional/out-dated versions of the same Publications/ Internet Sources

The literature search engines and databases used in the study are:

- Taylor & Francis Online (<http://www.tandfonline.com>)
- Science Direct (<http://www.sciencedirect.com>)
- Sage Publications (<http://online.sagepub.com>)
- SpringerLink (<http://link.springer.com>)
- Google (<https://www.google.com>)
- Google Scholar (<https://scholar.google.gr>)

## Chapter 3: School Leadership Models

### 3.1 Introduction

The concept of leadership has yet to receive a commonly accepted definition (Leithwood et al., 1999; Yukl, 2002). Cuban (1988) had the same opinion when he claimed that there were more than 350 definitions of leadership but it was not exactly clear which were the distinction points between leaders and non-leaders. However, a working definition that would give significance to school leadership and it would make it essential for school has described by Beare, Caldwell and Millikan who noted that “outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubted that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority” (Beare, Caldwell and Millikan 1989, p.99). At the core of most definitions of school leadership there are two functions: **provide direction** and **exercising influence**. Setting directions includes actions that develop goals for schooling and inspiring others with a vision of the future. More specifically, school leaders inspire others to reach ambitious goals, set high levels of expectations making them believe that everything is possible, even the unexpected. Furthermore, they promote co-operation and use the appropriate communication strategies to lead in the right decisions. The second function of exercising influence focuses on effective leaders who provide information and resources to help people see differences between current and desired practices and they assist them to overcome the difficulties that bring the changes. Finally, they become role models and enhance others to keep up the good job based on their enthusiasm for change and their beliefs (Leithwood & Riehl, 2003).

Worth to mention some of the general characteristics of the school leadership, which are described as dispersed in some models, but there are not unique to a model. Hence, we must notice that school leaders have to be flexible, autonomous (Keough & Tobin, 2001), think out of the box and solve problems through careful decision-making (Skinner, 2008). Humanization should be one of the main school’s characteristics because families, children and communities constitute its main pillars and need to take care (English, 2003). Ethics is an obligatory feature of the appropriate school leadership. Educational leaders are responsible for facilitating students to become active and contributing members to a democratic, ethical and diverse society (Murthy, n.d). They affect their students’ self-recognition and behavior to citizens, family members and friends. Ciulla (2004) calls ethics “the heart of leadership”. Principals must have a clear understanding of guiding values that direct leadership actions in the right way. A school leader must also behave ethically and democratically by ensuring self

and group expression for his personnel which is accompanied by constructive feedback (Leithwood et al. 1999). Democratic characteristics in school leadership give the right to all participants to involve, make decisions and take equal responsibilities. This means that leaders listen to different points of views and offer multiple, alternative solutions to problems and questions, they maintain open dialogue promoting acceptance to diversity and aim to encourage and support the highest values (ethical rationality) by taking care for the common good (Woods, 2005). Within the aforementioned context of diversity and proliferation in terms of defining the concept of school leadership, this chapter presents the results of a systematic literature review so as to outline the definition and main characteristics of school leadership models that have been proposed to define the concept of K-12 school leadership (SL). It is significant to meet diverse standpoints over three decades by notable scholars and researchers, to inspire contemporary school principals improve their methodology and perspectives for effective school leadership.

## **3.2 School Leadership Models Analysis**

This chapter tries to give an answer to Research Question 1, namely “What school leadership models have been proposed to define the concept of K-12 school leadership”. Each model analysis is described following a common pattern of three parts, namely: Description of the School Leadership (SL) model, Characteristics of the SL model and potential Critique attributed to it. More specifically, the Description is constituted by the definition of the model, given in the literature, which sometimes is clear-defined by all the writers and sometimes there are variable definitions and the most commonly accepted is chosen. The paragraphs that follow describe the definition and the unique characteristics of the model that distinguish it from others and make it baseline for the educational leaders. Finally, each description is concluded with the opposite opinions and critiques that may be written for the specific model, so as to give a more holistic view of the leadership model.

### **3.2.1 Instructional Leadership**

In the 1980s, in the USA was appeared the Instructional leadership as a paradigm for school leadership and management. It was the combination of leadership and learning for a long time until in the 1990s appeared the transformational leadership (Hallinger, 2009). Whereas, instructional leadership concerned primarily only North America, ten years later turned into a global interest in educational reform and school-level accountability and became a new term leadership for 21<sup>st</sup>-century learning.

There were several researchers who studied about this approach to school leadership, such as Leithwood, Jantzi and Steinbach (1999), who assumed that “the critical focus for attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students”. Effective principals discussed with their teachers, promoted their personal growth and gave them feedback (Blase and Blasé, 1998).

According to Leithwood, Day, Sammons, Harris and Hopkins (2006), principals could become instructional leaders by focusing on monitoring and evaluating teaching and learning of their school teachers. To become effective they need to learn most by “doing the job” relate their leadership with organizational conditions such as learning communities and finally understand the curriculum, pedagogy, student and adult learning (Southworth, 2002). This leadership approach has been widely accepted and implemented in many countries from England (by NCSL, 2005) to South Africa (through ACE: School Leadership Model). As a result of this range, several other terms were used as synonyms to instructional leadership (IL), such as “pedagogic leadership”, “curriculum leadership” and “leadership for learning” (Hallinger, 2009), but the main feature that differs IL from others is its focus on the direction of influence, rather than its nature and source (NSCL, 2005).

An instructional leader has to monitor and evaluate his school teachers. The first one will be achieved by analyzing outcome data, visiting classrooms and giving feedback for students’ dynamics (Southworth, 2004). The second one will be achieved by analyzing test scores and proposing new strategies for improvement. Additionally, principals could ask from more successful educators and managers to mentor those who need it and become a vivid example of success (Bush and Glover 2009). As mentioned before distribution of responsibilities play a significant role in managing the school easier and effectively. But most of the times principal need to lead dynamically and take a strong role so his school changes prevailing culture and practices (Hallinger, 2003).

Bush and Heystek (2006) through their survey in Gauteng principals found that instructional leaders were much more concerned with financial management, human resource management, and policy issues than spending more time analyze learners’ results or develop departmental improvement plans with their educators. As recommendations to those leaders for improving their instructional domain, we can borrow Ali and Botha’s (2006) survey proposals referring to direct observation of educator teaching, regular meetings of the educator team to plan to teach and to discuss problems and strategies to improve classroom practice. It is also very important when they provide direction, resources and support to both educators and learners because in this way principals ensure proper functioning of their school at all times (Kruger, 2003).

Worth noting is the organizational culture of a school, where the views, values and prospects of school members influence staff's attitudes and work practices. Davidoff and Lazarus (1997:42) state that established school culture is connected with an organized instructional program which focuses on the academic development of head teachers. In other words, when principals unfold an organizational culture for their schools, they guarantee what is proper and ideal for the school, establish the standards where both educators and learners have to comply and address high expectations, which typify school's mission statement and policy.

Data collected by principals' interviews in Kruger's study (2003), showed that leaders had to accomplish specific responsibilities to run effectively their schools supporting their instructional role. In our study, we can refer some of them, such as instructional policy and planning, curriculum management, empowerment and support to teachers by recognizing their achievements. In brief, the instructional policy means that in this kind of leadership, the school organizational functions must be aligned with the policy documents. As far as the planning, the educational leaders have to make a thorough plan in a quarter and year basis. The system for managing the curriculum is organized according to the needs of each school. Finally, the structures and methods of instructional leadership in schools rely on the involvement of a number of staff members, based on the collaboration of the heads of departments and teachers in various projects. This system empowers teachers to work together in teams and to remain accountable for achieving the goals of the school. As a result, they are able to handle difficult discipline problems and keep teachers protected by external pressures, creating a safe work environment.

As all types of research, IL has also received a lot of criticism. Elmore (2004) criticized its focus on improving teaching than learning. Additionally, Hallinger (2003) noticed that all responsibilities concerned only one person, the principal, so other leaders such as deputy principals or classroom teachers set aside. In the same pillars of criticism, MacBeath and Dempster (2009) commented that IL was teacher-centered as far as the learning dimension and principal-centered concerning to delivery of tasks. Therefore, what has been done to transmit the fundamental elements of instructional leadership to principals who desire to run their school this way? Bush and Glover (2009) suggested that heads of schools need to focus both on teaching and learning as the main purpose of schooling, develop skills which make easier monitoring and evaluating class activities and distribute tasks to other administrators as well. Hallinger and Heck (1999) and Southworth (2002) argued that learning-centered leaders influence learning and teaching directly by modeling best practices, reciprocally by monitoring and giving feedback to other teachers and indirectly by sharing ideas with other staff.

As mentioned before, there are a lot of researchers who didn't agree completely with the instructional characteristics of leaders and they proposed more enriched styles of this approach to leadership. An example is "loose-tight" model of leadership which combines central directive with individual freedom. There are features both of directive and participative approaches and concepts from the transformational and contingency leadership models. The principal is responsible for the final decisions that are aligned to a common vision of the school, so he leads his staff to solve the problems, propose solutions, listen to different points of view, applaud or improve other ideas. Hence, the substance of the decisions may remain open to worker involvement (Sagie et al., 2002).

### **3.2.2 Managerial Leadership**

Leithwood et al. (1999) define managerial leadership as the approach which focuses on functions, tasks and behaviors. If leaders are capable of effective implementation of all these functions they facilitate the work of their colleagues in school. Most approaches to managerial leadership notice that the behavior of organizational members is mostly rational (Bush & Glover, 2014).

At first, the main managerial functions were oriented to maintaining the status quo and organizing the curriculum. Through decades, was born the necessity for the school leaders to focus on staff development, personal and professional inside the classroom, which complied with state policies. Principals oriented towards school improvement and change (NCSL, 2003). It is essential to highlight the lack of vision in this leadership approach, in contrast to most leadership models. Managerial leadership concerns the successful management of existing activities rather than visioning a better future for the school.

Traditionally, as Myers and Murphy (1995) identified, there were six managerial functions, the hierarchical and the non-hierarchical. The first four were: supervision, input controls (e.g. teacher transfers), behavior controls (e.g. job descriptions), output controls (eg student testing) and the remaining two were: selection/socialization and environmental controls (e.g. community responsiveness). The principal's role has been clearly focused on management responsibilities but societal influences have increased the span of responsibility, in the sectors of personal motivation, development of communication skills and cultural (Dressler, 2001).

Bush and Glover (2009), referring to the South African context because of their studies, noticed some of the usual activities of managerial principals, such as curriculum instruction, conservation of technical infrastructure, evaluation of learner's performance through examination results and internal assessments, monitoring the work of educators, program of class visits followed up by feedback to educators.



Another important feature of this kind of principalship is the ambition of goals achievement through initiatives, risks and individual try. But nowadays this need has to fit in a socialized environment. Everybody collaborate and form a part of a bonded team which confronts all the challenges. These principals are ambitious, take initiatives, fight for their goals, so they manage to plan their actions and lead their staff successfully (Yukl, 1982). The principals are motivated to make their school unique and pioneer.

Three main categories of skills are considered to be relevant for managers. Interpersonal skills are essential for establishing effective relationships with colleagues, superiors and others. Technical skills are significant for a manager to train and direct subordinates with specialized activities, but are not his first priority. Conceptual skills are essential for planning, organizing, problem-solving, innovating, and decision making. We have to remind that this kind of leaders works in a high energy and stress tolerant position. The continuing interaction with teachers, students, and parents increases their interpersonal skills such as persuasiveness, tact, charm, empathy, and social sensitivity. Their intensive need for power leads them to support teachers in designing and implementing new programs, rather than trying to reshape curriculum and modify programs in directive, autocratic manner (Smyth, 1980). Finally, conceptual skills are needed for managerial leaders to understand the frequent changes and evaluate their desirability for the school.

Managerial leadership has been criticized because of the risk level that takes in the school organization. According to Hoyle and Wallace (2007), when principals focus on functions, tasks and behaviors, it is likely that a more efficient managerial aim will subordinate the aims of educations. Simkins (2005) claimed as well that managerial values, such as rigid planning and target-setting regimes, were being set against traditional professional values. Successful schools prefer the features of managerial leadership but it should be a complement and has added value. Management is effective, but value-free managerialism is inappropriate and damaging.

### **3.2.3 Executive Leadership**

National College for Leadership of Schools in England (2010) defines executive headship as the leader role that takes any principal not only in his school but other schools as well. This managerial responsibility is usually exercised in one of the following sets of arrangements: First, a principal may lead two or more schools by being designated as the substantive head of both or all the schools, on a temporary or permanent arrangement. Secondly, he may lead two or more schools as an executive head of one and a substantive head of another. Thirdly, he could lead a federation or other formal school partnership (for example, a whole-town group of schools working together) as a substantive head of one or more of the schools but with

executive responsibilities for the federation/partnership and substantive heads in the remaining schools.

Hard federations - two or more schools under a single governing body- are normally led by an executive head teacher, who takes overall responsibility for all the schools. The head teacher of each school reports to the executive head. Executive heads could also help a low – performance school, for a specific term until this school confronts its difficulties. The position of executive heads is preferred most of the times by principals because is a great opportunity to extend his impact and legacy to more than one school and to take greater responsibility for his school. This is distributed leadership in action.

Some of the features that characterize the executive heads are the ability to plan their strategy and vision, concerning the differences between schools and finding the balance between standardization and respecting difference. Executive leaders should think about diversity between school's culture and ethos and do not adopt a one-size-fits-all approach. Another trait is focusing on their subordinates' performance, so delegate responsibilities and tasks to trustworthy teachers. Additionally, they have to practice their interpersonal skills, such as gaining the respect and their authority, for managing the better they can a federation body, a local authority or an interim executive board. Furthermore, executive principals have to be able to cope with a wide variety of challenges and demands, such as dealing with employees, parents and a community that may be hostile or unconvinced.

Executives do not lead by themselves and the ways in which they exercise their roles affect other school leaders. Specifically, senior leaders have the chance to gather more senior roles as the head exercises his executive responsibilities in other schools. This, in turn, gives the opportunity to middle leaders to undertake new roles in their home schools (NCSL, 2010)

As all models of leadership, researchers criticized executive leadership as well. They argued that executive principals meet limitations of the statutory pay and conditions of service framework and difficulties in handling the balance between strategic and operational roles. Leaders also have been judged for losing many times the confidence of their staff and stakeholders and accused of failing to develop the right relationship with the local authority. Finally, one more challenge they are facing is the most appropriate choice of governance model (NCSL, 2010).

### **3.2.4 Distributed Leadership**

Distributed leadership is defined as a group or network interaction between individuals who base their collaboration on knowledge and ideas and not on power. The basic feature of this relationship is trust, necessary trait for building an organizational team (Woods, 2004). This

approach demands from leaders to share their responsibilities because it is very difficult for an individual to make significant changes. In contrast, the collaboration between staff, equal roles and focus on common goals maximize efficiency, competence and happy employees. Therefore, school management, could not be in complete responsibility of only one leader (Göksoy, 2015). Distributed leadership is shared school leadership and educational leaders organize their courses and make decisions with helpful ideas from other leaders and audiences. The leadership is shared among the principal, teachers, administrators, youth or other program and service providers and concentrate on school improvement. So, they form a team which takes care of effective leadership, management and governance, ensuring a powerful future (Anderson-Butcher et al., 2008). Spillane, Halverson and Diamond (2001) claim that school leadership obtains identity, acquisition, distinction, coordination and learning and teaching conditions through the use of social, physical and cultural resources. As a matter of fact, teaching and assessment activities are undertaken by activities that direct provision and continuance of positive learning climate (Charles et. al., 1996). In short, the central task of distributed leadership is to create a common culture of expectations around the use of individual skills and abilities, between the principal (formal) and other stakeholders (informal leaders), who are responsible for various complex tasks (Hoy & Miskel, 2012). Modern researchers and school administrators address the difficulties of single leadership practices by individuals.

When Bennett et al. (2003) write “Doing things ‘to’ others”, they desire to notice the sense of control and implementation, whereas “doing with” highlights the contribution of others in making decisions, exchange leadership responsibilities within the school and assign important tasks to teachers. Principals support their personal values, try to become role models for co-leaders and be fair and equal, reassuring the work-life balance of their staff and the students’ development (Harris, 2004). Below are described some of the main activities of the collaborative team, such as the examination of students’ performance data to find those groups with low academic achievement. Another examined issue is students’ behavior and school capacity to address if student needs are met (Newman, King, & Youngs, 2000). Furthermore, they are responsible for giving feedback to other participating members and find the strong and weak elements of the program (McLeskey & Waldron, 2000). Leaders develop also mechanisms to link people and organizations with the school community, ensuring that all work fits together and distribute responsibilities to key people and agencies (Anderson-Butcher et al., 2008).

In a distributed school leadership community there probably be a forum to collect data from all stakeholders and a system which evaluate all the programs, the policies and the practices. Parents and students are involved in responsible positions and educators discuss professional

literature and coach each other. Finally, communication mechanisms to keep everyone informed are obsolete to this approach to leadership (Brough, 2013).

Distributed leadership is classified under two dimensions as adaptive and quantitative behaviors. Adaptive behavior is related to different units/departments in interaction to behave in a coordinated manner and quantitative behavior is related to the belief that all individuals in the organization can be leaders at some point (Gronn, 2002). This approach to leadership keeps open-ended borders and diversity in practice which is obtained with a part or even all of the members (Bolden et. al., 2009). Subordinates developed their capacity, roles and positions (Baloğlu, 2011). It is very important for distributed leadership to create a climate in which everyone has a benefit from this kind of learning (Elmore 2000). Finally, Spillane et al. (2001) claim that the practice of distributed leadership occurs from leaders to followers and comes in a final situation in which leadership is carried out.

**Figure 1:** Leadership as a distributed phenomenon (NCSL, 2004)

Nevertheless, this leadership model is not as easy and ideal to implement, because first of all principals may fight with their ego and authority sharing (Vail and Redick, 1993). Top-down school management is characterized as the main obstacle in role distribution. In school, the bureaucracy and the hierarchical structure domain in all the functions and systems. Successful distribution between staff is potentially affected by a number of interpersonal factors, such as relationships with other teachers; research has shown that colleagues are not always friendly to practices of distributed leadership because of factors such as inactivity and diffidence (Harris, 2004).

Furthermore, principals worry about being replaced and losing their power by collaborative inter-dependency (NSCL, 2004). There is also criticism by leaders as far as the needed trust in their partners. The problem arises when they feel the pressure of accountability from other than their own staff or pupils and the setting of high standards. Raising standards in practice can often exclude pupils and teachers too, who feel that tactical approaches to raising standards distort their work and undermine their professionalism. While alive to the dangers of mistrust, heads are also aware, often through too much experience, of ways in which trust can be betrayed or misplaced.

### 3.2.5 Transformational Leadership

According to Burns (1978), leadership could be characterized as transformational, when leaders cooperate with their subordinates in a way that both take a step further for the common good of the organization. Motivation, ethics, trust between workers, focus on vision and commitment to school objectives are some of the features that this kind of leadership inspires to educators. If principals act and behave according to these values, the rest staff

(teachers, deputies etc.) feels important, safe into working environment and may reach self-actualization. The transforming leader provides followers with a cause around which they can rally (Bass, 1995).

Leithwood and Doris (2000) searched about how the practices of transformational leadership affect the organizational functions and the engagement of students in school, accompanied by the potential effects of family educational culture. The most important element was the model of transformational leadership which described this leadership approach along six dimensions. These dimensions were about how to create and support the school vision and goals, how to guide the spirit and the different thought, how to personalize the support, how to model professional culture and values, how to build expectations in a high-level and how to empower participation in school decisions. From their research became clear that transformational school leadership couldn't compare with the non-school approach because the heroic, top-down leadership form wasn't the only one anymore, but head principals could be as directive, participative, authoritarian or democratic wished for their schools. They found also that there were five variables that influenced leaders' transformational practices: organizational bureaucracy, school reform initiatives and organizational values, leaders' proactivity and formal training experiences. In similar conclusions came Heck & Marcoulides (1996) who tested the influence of the above variables in 26 Singaporean secondary schools. Results indicated that when principals considered those variables, avoided rigid organizational structures and bureaucracy and became more flexible, collaborative and responsive to providing resources and preserving school values.

In this point, there is a need to mention some basic characteristics of transactional leadership, so we could distinguish it from transformational leadership. The first one could be described as a mutual exchange of responsibilities between the principal and teachers with the principal reward and take care of sources, human skills, financial sources, material, and technology. On the other side, transformational headship means staff's encouragement by the leader, so goals and school's commitments fulfilled (Sahin, 2004). As a result, teachers' gain is motivation, friendly and collaborative working climate, something that has meant a general satisfaction about the job and brings efficacy, methodological learning and improvement by a transformational leader than a transactional principal. Nevertheless, Bass argued that profile characteristics of best leaders include both transformational and transactional elements. Transformational behaviors boost the effects of transactional behaviors. The main emphasis that is given from transformational leadership is in emotions and values and in the conceptualization of the role of the leader as helping to make events meaningful for followers, unlike many earlier theories of leadership which emphasized rational processes (Yukl, 1989).

According to Bass (1990) transformational leaders make stronger and better relationships with their supervisors and contribute to the school more than those who are only transactional. Additionally, research has shown that organizations whose leaders act with transactional way are less effective than those whose leaders use transformational features. Subordinates claim they exert a little effort for this kind of leaders. Nevertheless, if there is the right kind of valuable rewarding between leader and followers, the relations would be more balanced.

Worth to mention is the need of transformational leadership to be more dominant when the conditions are difficult and chaotic (Bass & Riggio, 2006). As Antonakis and House explained (2003), these conditions provoke leaders to share and collaborate with other teachers and set clear goals supporting and motivating their work. On the one hand there are variables that have a positive relationship with the implementation of transformational school leadership. Heck and Marcoulides (1996) measured time for collaboration, innovation encouragement and participation in decision making (organizational values) as well as teacher collegiality, social relationships and open-minded communication (organizational climate) and found that school culture is affected positively by this kind of leadership. The next most frequently studied mediator which is considered as the initial for the school vision establishment was the organizational commitment (Yu, Leithwood & Jantzi, 2002). Additionally, transformational principal leadership affects teachers' job satisfaction through given freedom for self-esteem, autonomy at work, and professional self-development. There are studies also report significant positive relations between this kind of leadership and altered teacher practices (Ross, 2004). Principals who follow this type of leadership engage students in school's information collection and decision-making processes.

On the other hand, there are moderators such as the characteristics of leaders' colleagues, the characteristics of leaders themselves and their students, as well as the organizational structures and processes that impact transformational features. Teachers' characteristics could be age, gender and years of work experience and organizational moderators could be school size that has been proved as negatively related to student achievement (Leithwood & Jantzi, 2005).

### **3.2.6 Transactional Leadership**

Bass & Riggio (2006) defined transactional leadership as the interaction between followers and leaders who, in turn, directly affect the behaviors of followers. According to Brighthouse (2004), head teachers need to adopt both transactional and transformational leadership characteristics, because they influence both school direction and ethos. So when the school faces changes, leaders must behave flexibly and responsibly to overcome any difficult

situation. Approaching in a transactional way the school functions the leader can handle better the low performance. Smith and Les Belle (2011) found similar results as transactional leadership was used largely by principals to respond to external pressures, embed policies and measure performance with a mechanistic set of tracking criteria. They also noticed that head principals act with the transactional way when they want to justify their actions to governmental agencies and argue that use this kind of leadership when external, political regulators pressure them to lose autonomy. The focus on these tasks didn't allow principals to find new ways to improve their school and interpersonal relationships. The keys to deal with these pressures are self-confidence and experience; as head teachers gain experience, they tend to adopt more transformational features and believe that their unique working environments affect their leadership approach.

The leaders –in our case the principals- give or remove rewards from subordinates based on their performance. Two main factors constitute transactional leadership: contingent reward and management-by-exception. The first one is given to teachers when they meet their goals, whereas management-by-exception is used for helping them whenever they need to. Following this kind of leadership, principals do not aberrate often from existing operating systems and procedures and school is characterized as highly mechanistic rather than organic and evolving. This means that transactional leaders adapt to changes and meet changes in demands from their internal or external environment more difficult than transformational leaders do. These demands cause principals to focus more on transactional leadership to facilitate school improvement, in spite of their belief that transformational leadership brings changes which produce successful school development.

Transactional leadership alone cannot promise that principals will achieve a satisfactory performance, unless the combination with transformational leadership elements. Hence, they will boost the personal and professional staff development, with the most inspirational way. Transformational leadership activities improve pupil attainment for a long time and strengthen valuable links with the wider community.

### **3.2.7 System Leadership**

System leadership has been defined by many researchers but the most common definition is that school heads collaborate to support and improve schools and partners other than their own when they meet difficulties (Hargreaves, 2010).

System leaders have in common three core features, all of which reflect a deep moral purpose. The first one is their value of collaboration with other leaders to achieve their goals lead to



school success. The second one is the commitment to accord their school as an organization for helping other schools. Finally the third concerns the understanding of their role as servant leaders for the greater benefit of the education service as a whole (Fullan, 2005).

Levin (2012) proposed eight actions, system principals should do for effective schools: small number of ambitious yet achievable goals, positive stance on improving all schools and success for all students, multi-level engagement with strong leadership and a guiding collaboration, emphasis on capacity building and focus on results, continuous learning-innovation and use of research and data, focus on the strategies which help the organization of the rest issues, effective use of resources and strong implementation effort to support the change process.

Additionally, referring to system principals, Greany (2015) noted some of the main features of leadership in a partnership between schools. Thinking strategically, good communication, development of a shared purpose, respect others' achievements, facilitating group processes, conflict mediation, understanding different organizations philosophy and co-constructing solutions are domain characteristics between system leaders and their schools.

Theorizing system leadership is at an early stage but regulative elements can be detected in some of the comments reported in this section. Advocacy is discrete while evidence remains sparse (Bush & Glover, 2014).

### **3.2.8 Technology Leadership**

According to Brown (2009), technology leadership concerns the ethical practice of facilitating learning and improving performance by using the appropriate technological resources, creating and managing the technological processes. The finances and the technological infrastructure, the social and moral support to the staff are the responsibility of the technology leaders, as well to realize the full potential of ICTs in education (Mwawasi, 2014). Anderson and Dexter (2005) argued that technology outcomes could be compared to expenditure and infrastructure through the technology leadership. This means, therefore, Information Communication Technology (ICT) integration considers technological leadership an essential element because school leaders have to correspond to multiple roles. Technology leadership could adopt traits of various other kinds of school leadership and fit better. An example of these models is the transformational leadership (Brooks-Young, 2002). It is well-known that in transformational leadership, creativity and different points of views are encouraged, creating a positive environment for technology adoption. According to Afshari et al. (2009), there is a close relationship between transformational leadership model and computer use. On

the other hand, the transactional approach to leadership did not show any impressive findings, as far as did not encourage new ways of thinking or enable teachers to analyze problems from many different viewpoints.

Studies have shown that a lot of educators believe in teaching and learning empowerment with computer use (Flanagan & Jacobsen, 2003), for example in student writing, cooperative learning, integration of curriculum, teacher communication. It is considerable that the technology principals has a further role than helping colleagues to use computers; is about training them how to integrate technology as a tool for learning and create an active cooperative learning environment (Attaran & Vanlaar, 2001). Wilmore and Betz (2000) in agreement with above statement claimed that school principals implement successfully Information Technology when they provide adequate professional development and support their staff in the process of change. Leaders are responsible for initiating and implementing school change through ICT and find new ways of making decisions for learning and teaching (Schiller, 2003).

Afshari et al. (2009) noticed ten technology categories where principals have to focus: planning, creating curriculum, finding resources, dealing with staff issues, existing practice, communications, support, obstacles, staff development, and implementation. They will be able to promote a school culture which encourages consideration of new teaching, learning and management techniques, if they try to achieve a high level of professionalism, (Schiller, 2003). Therefore, they will become a role model for their colleagues and help them with the use of technology equipment.

Nowadays, in schools with distributed responsibilities, it is more useful to view technology leadership as a holistic approach. The teachers and administrators when they act as technology leaders view their school as a learning organization in which they will design, set goals and manage activities and learning processes themselves. They are required sometimes to assume leadership responsibilities without a complete training and in unfamiliar areas. There are five role responsibilities identified in the Leadership Development Program document (Flanagan & Jacobsen, 2003): leader of learning; leader of student entitlement; leader of capacity building; leader of the community; and leader of resource management.

Similar thoughts made Anderson and Dexter (2000) who sorted educational technology leadership decisions related to infrastructure and instructional processes. The taxonomy divides decisions into six functions which were relative to strategic planning and mission setting, organization, budgeting and spending, creating the curriculum, evaluation processes, and external relations. Considering the goals and policies setting, the technology leaders have

to relate them to technology (Costello, 1997). Secondly, head teachers have to equip their school with networks, software, and support services of all types. But the problem is that a significant amount of schools do not have the necessary budget to afford for this entire staff, and they forced to plan an external funding, so they may put at a disadvantage (Pelavin, 1997). Concerning the organization part, it is significant for the educational leader to reward, give feedback and empower staff participation in technology-supported projects. A school community may conclude a technology committee consisted of teachers, administrators, parents, and students, which develop a mission statement for technology use, plan staff technology training, identify technology needs, plan and propose the technology budget (VanSciver, 1994). Additionally, principals make a curriculum which contains courses with integrated technology elements and take care of diverse groups including at-risk students of all types, as well as provide evaluation processes for making clear which technological approaches are the most appropriate for the courses (Cradler, 2000). Finally, it is essential for principals to maintain links between the school and other communities and set policies to deal with ethical matters having to do with the use of intellectual property.

Technology-oriented principals need to train their colleagues, so they are well-prepared accepting the technology input in their daily routine. This is not an easy process because the main goal is the teachers' training and familiarity of technology techniques and tools which they could apply directly to their classrooms. Byrom & Bingham (2001), propose the use of experienced teachers as mentors and coaches, in order to make a greater impact, even if they could not replace a technology specialist. It is also important for leaders to look after the time and the resources when they arrange training, so there is no waste of time and energy when they apply their new knowledge and skills.

There are four themes that designate the Barriers to technology integration (Flanagan & Jacobsen, 2003):

- pedagogical issues: there is a need for teachers to be supported by principals as they explore and experiment technology integration in the curriculum using challenging and authentic ways
- concerns about equity: the inability of lower socio-economic schools to find the budget to purchase new computers; gender racism; technology leaders have to eradicate the integration of technology

- inadequate professional development: head teachers are responsible for professional development opportunities which highlight the technology integration and design, rather than computer applications alone
- lack of informed leadership: rapid technology invasion to schools found unprepared the principals who have to struggle to develop both the human and technical resources necessary to achieve ICT outcomes in their schools

### 3.3 Summary

The table below describes, in summary, the main characteristics of school leadership models.

*Table 1: Summary of the main school leadership models' characteristics*

#	School Leadership Models	Main Characteristics
M1	Instructional	<ul style="list-style-type: none"> <li>• Direct observation of educator teaching</li> <li>• Regular meetings of the educator's team to plan teaching and to discuss problems and strategies</li> <li>• Direction, resources and support to both educators and learners</li> <li>• Coordination of activities that prevent cross-purposes or duplicate operations</li> </ul>
M2	Managerial	<ul style="list-style-type: none"> <li>• Thorough curriculum instruction</li> <li>• Lack of vision</li> <li>• Concern for the successful management of existing activities</li> <li>• Evaluation of learner's performance through examination results and internal assessments</li> <li>• Regular monitoring of the work of educators</li> <li>• Program of class visits followed up by feedback to educators</li> <li>• Activities that involve initiative, risk taking, and demonstration of individual competence</li> </ul>
M3	Executive	<ul style="list-style-type: none"> <li>• Lead of two or more schools</li> <li>• Provides help to a low – performance school, for a specific term until this school confronts its difficulties</li> <li>• Concerning the differences between schools and respecting difference</li> </ul>
M4	Distributed	<ul style="list-style-type: none"> <li>• Responsibilities distribution</li> <li>• Leadership sharing among principal, teachers, administrators, youth or other program and service providers</li> <li>• Personal values support that include the modeling and promotion of respect, fairness and equality</li> <li>• Development of mechanisms to link people and organizations with school community</li> </ul>

		<ul style="list-style-type: none"> <li>• Obsolete communication mechanisms to keep everyone informed</li> <li>• Worry about replacement and losing power by collaborative inter-dependency</li> <li>• Problems of trust between partners.</li> <li>• Creation of a climate in which learning is regarded as the “common good” for everyone’s benefit</li> </ul>
M5	Transformational	<ul style="list-style-type: none"> <li>• Providing intellectual stimulation</li> <li>• Offering individualized support</li> <li>• Symbolizing professional practices and values</li> <li>• Developing structures to foster participation in school decisions</li> <li>• Students’ engagement in school’s information collection and decision-making processes</li> <li>• Strong relationships with supervisors</li> <li>• Avoid rigid organizational structures and bureaucracy</li> </ul>
M6	Transactional	<ul style="list-style-type: none"> <li>• Care of sources, human skills, financial sources, material and technology</li> <li>• School is characterized as highly mechanistic</li> <li>• Usual loss of autonomy or accountability by external measures produced by external, political pressures</li> </ul>
M7	System	<ul style="list-style-type: none"> <li>• Strategical thinking</li> <li>• Understanding of their role as servant leaders for the greater benefit of the education</li> <li>• Understanding of different organizations philosophy and co-constructing solutions</li> <li>• Continuous learning innovation through use of research and data</li> </ul>
M8	Technology	<ul style="list-style-type: none"> <li>• Facilitation of conditions and events that create a positive environment for technology adoption</li> <li>• Training colleagues how to integrate technology as a tool for learning</li> <li>• Initiating and implementing school change through ICT</li> <li>• decisions related to infrastructure and instructional processes</li> <li>• Support of the costs of technology innovation and external funding through planning and writing grant proposals</li> <li>• Equip their school with networks, software and support services of all types</li> <li>• Curriculum development with a variety of approaches to improving teaching with the use of technology</li> <li>• Care of diverse groups including at-risk students of all types</li> </ul>

This chapter tried to answer the first research question about the nature of multiple school leadership models that have been proposed to define the concept of K-12 school leadership. The basic features of each school leadership models have been highlighted. The following chapter concerns the school leadership competence frameworks that have been proposed to describe the required competences of K-12 school leaders worldwide.

## Chapter 4: School Leadership Competence Frameworks

### 4.1 Introduction

The concept of competence has not yet received a universally accepted definition. For example, McClelland (1973) noticed that “competence” concerns “The knowledge, skills, traits, attitudes, self-concepts, values, or motives directly related to job performance or important life outcomes and shown to differentiate between superior and average performers”. Tobias (2006) mentioned that the competence is about “The cognitive (e.g., knowledge and skills), affective (e.g., attitudes and values), behavioral and motivational (e.g., motives) characteristics or dispositions of a person which enable him or her to perform well in a specific situation”. The International Board of Standards for Training, Performance and Instruction (2006) described competences as “An integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment”. Finally, Sampson and Fytros (2008) approached the term of competence as “a set of personal characteristics such as skills, knowledge, attitudes, that an individual possesses or needs to acquire, in order to perform an activity within a specific context”. All the definitions conclude elements such as “skills”, “knowledge” and “attitude” that characterize a person and help relate himself with the professional portrait and compare with others, as well as to reach the excellence.

Today, competences are proved to be a critical tool in human resource management, vocational training and performance management. In human resource management, competences are useful for the appropriate selection of a person to do the task successfully and more effectively than others. If the selection is the right one, then the needs of a given task and the abilities of the chosen person will bring the highest result. In vocational training, competences guide in the design and selection of the learning material that fits the needs and demands of any learners. Finally, in performance management, the competences that are meaningful within a context of given tasks maintain records that connect them with the results in variable ways (Sampson & Fytros, 2008).

Competences included here stem primarily from in-depth studies and frameworks set by states or local domains. Especially in present thesis, the meaning of competence is adapted in school leader’s role, highlighting the skills and knowledge that has to develop if he wishes to achieve the goals and mission of his school. These skills would make help school leader reach the excellence, make the difference and guide efficiently the school organization, the staff and himself. The following chapter concludes a brief description of the necessary competences

that has been set for school leaders around the world and becomes the base for the competence meta-framework development in chapter 5.

## 4.2 Existing School Leadership Competence Frameworks

### 4.2.1 Standards for Administrators

International Society for Technology in Education noticed in 2009 that one of the main duties of school leaders is establishing the technology culture and supporting their staff to integrate it into the curriculum. Below are described 21 competences for leaders who desire to integrate technology into their organizations. These competences appertain to five broader categories which concern the main professional commitments for leaders.

The first commitment a leader confronts is to have a **vision for his school**. In visionary leadership, school organizations are improved through the implementation of a shared mission for complete integration of technology to promote excellence. This outcome will be inspired and lead by decision makers who facilitate all the subordinates to use the technology for enriching their courses and reach their goals and support them with any difficulties. They also plan, implement and communicate technology to serve the common vision and promote this vision in local and national level by discussing for policies, programs and funding. The second commitment that a leader must have in mind because of 21<sup>st</sup> century needs is **digital age learning culture**. All students need to engage with this kind of learning culture, through instructional innovation and technological resources that create a learner-centered environment which meets the diverse needs of all learners. Leaders are accountable to build the curriculum introducing technology courses and monitor the frequency and the effective operation of technology in class. There is a need of sharing creative and innovative ideas about developing digital-age culture through participation in communities which promote local and worldwide learning. Every leader would like to become the role model and organize workshops to help their staff engage with contemporary technologies and digital resources. To achieve this, he obtains educators with resources and access to technology equipment, takes part in learning communities that stimulate and nurture research about the use of technology, collaborates effectively using digital age tools and he is well informed about the latest technology trends and educational studies, meaning that tries to reach **excellence in professional practice**. Technology resources help educational leaders to improve their school management and staff performance by establishing metrics, collecting and analyzing data and interpreting the results. Leaders trying to bond their system (**Systemic improvement**), boost teaching and learning operations and support teachers advance academic and operational

goals, hire highly competent personnel and afford the appropriate infrastructure and technology systems (ISTE, 2009).

Generally, educational leaders try to make clear to their staff the social, ethical and legal issues and responsibilities related to an evolving digital culture (**Digital citizenship**). They achieve this by reassuring the existence of the appropriate digital tools and resources, informing educators how to use technology into legal and ethical frameworks and becoming role models for responsible social interactions using technology, contemporary communication and collaboration tools which make them accountable for the development of a shared technology culture.

*Table 2: Summary of the framework “Standards for Administrators”*

Code	CF1	
Reference	ISTE (International Society for Technology in Education)	
Year	2009	
Country	International	
Main Competence Domains/School Organizational Layer	Visionary leadership	Macro Layer
	Digital age learning culture	Macro Layer
	Excellence in professional practice	Meso Layer
	Systemic improvement	Macro Layer
	Digital citizenship	Macro Layer
Number of competences	21	

#### 4.2.2 Interstate School Leaders Licensure Consortium Standards

Council of Chief State School Officers (CCSSO) set a series of standards for education leaders who desire a successful school with happy students and staff. These Standards outline foundational principles of education headship and guide every individual with responsibility position in urban, rural, and suburban districts and school environments. The standards are eleven and the competences seventy-nine. The knowledge, skills and dispositions of the



standards may need a further analysis, in order to reassure that the Standards are meaningful and useful at different career stages and at varied points of influence (CCSSO, 2014).

The first standard focuses in **common vision and mission** as in the majority of the competence frameworks we will meet in the literature review. The principal creates a student-centered vision for his school, which tries to develop by data collection, **instructional planning** to achieve goals, promoting continuous and sustainable improvement and monitoring and evaluating progress. For the achievement of this common vision, the leader needs to take care of students' qualitative learning by hiring qualified staff, developing collaborative skills among staff members, reassuring differentiated professional learning and providing emotional support and human, financial and technological resources to his staff. But the staff must be in a continuous process of learning to reassure that well-being of every student is promoted. This happens when the leader maintains a culture of high expectations and challenges, provides ongoing and constructive feedback to his staff and ensures the presence of culturally consistent pedagogy and assessment (**Professional Culture for Teachers and Staff**). It also happens when he builds professionally normed communities for his staff by developing productive relationships and trust, promoting collaborative work and nurturing a culture of shared accountability, equity and cultural responsiveness. As far as the treatment he offers to his students, he has to behave them as individuals, **create a community of care for them**, promote their self-esteem and uses technology to come closer and become 21<sup>st</sup>-century literate in teaching and learning. The educational leader builds a supportive and collaborative school climate by developing mutual trust, ensuring the value and respect to student's individuality and personality, supporting academically and socially each student and ensuring that each student is an active member of the school. Except the relationship building inside the school community, the leader is responsible for bringing together school **community with families** and other stakeholders. The leaders need to be competent for this collaboration by showing respect and appreciation for community's cultural, social, and intellectual diversity, prioritizing community needs and resources and communicating in effective ways with community partners who are non-profit or activate in the government and in private sectors. Hence, to handle all these accountabilities the educational leader must follow **ethical principles and professional norms** and places students at the heart of education, creates productive relationships with all the members of the family and the extended school community and safeguards the values of diversity, human rights, democracy, and justice. Another standard the Council has set as critical with clear defined competences is the ability of the leader to organize carefully the curriculum, including meaningful **courses and assessment programs**. In this way, he has to reassure the program accuracy with interesting and joyful learning experiences and with necessary assessment systems relevant to

students’ development. As it becomes clear, the **school management** is a very difficult task that demands interpersonal skills, student behavior handling, monitoring and use of technology to **improve operations** and district values and mission(CCSSO, 2014).

Describing in brief the above competences, it could be concluded that the present framework is one of the most complete and documentary that is written in this study. A leader that has this framework for the guide in his headship can easily focus on what characteristics already has and which need improvement. If a leader has to hold some key competences these would be the support of students, families and caregivers, the defense for students’ rights and the limitation assumptions about gender, race, class and special status. He is obligated to provide multicultural environments to students and try to make the best decisions by assessing and analyzing the emerging trends, allowing the staff to bring the change through active engagement and promoting a culture of continuous learning, based on data.

*Table 2: Summary of the framework “Interstate School Leaders Licensure Consortium Standards”*

<b>Code</b>	CF2	
<b>Reference</b>	Council of Chief State School Officers	
<b>Year</b>	2014	
<b>Country</b>	USA	
<b>Main Competence Domains/ School Organizational Layer</b>	Vision and Mission	Macro Layer
	Instructional Capacity	Micro Layer
	Instruction	Micro Layer
	Curriculum and Assessment	Meso Layer
	Community of Care for Students	Meso Layer
	Professional Culture for Teachers and Staff	Meso Layer
	Communities of Engagement for Families	Macro Layer

	Operations and Management	Macro Layer
	Ethical Principles and Professional Norms	Macro Layer
	Equity and Cultural Responsiveness	Macro Layer
	Continuous School Improvement	Macro Layer
<b>Number of competences</b>	79	

#### 4.2.3 Central5: A Central European view on competencies for school leaders

European Commission launched in 2011-12 a project called International Cooperation for School Leadership and supported by the Central European co-operation between Austria, the Czech Republic, Hungary, Slovakia and Slovenia and focused on creating an international competency framework on school leadership. The project developed methods and assessment tools and adapted national training programs for school leaders to facilitate the application of the competence framework. The competence framework for school leaders named “Central5” was built on the results of a 3-year long co-operation between the five countries of Central Europe referred above. The Central5 – the “Central European Competency Framework for School Leaders” – outlines the knowledge, skills and attitudes a school leader is expected to possess in order to be successful. More specifically, knowledge in this competence framework refers to the theoretical or the practical understanding of a subject, including facts and information. General skills include self-motivation, teamwork, leadership and time management. Specific skills refer specific jobs, e.g. in school management. An attitude is the positive or negative evaluation of people, objects, activities and ideas. The competences of this framework are grouped into five domains: “leading and managing learning and teaching”, “leading and managing change”, “leading and managing self”, “leading and managing others” and “leading and managing the institution”. Below are referred in brief some of the competencies belong each framework domain and an example of more specific areas of knowledge, skills and attitudes (Schratz, M., 2013).

In **Leading and Managing Learning and Teaching**, the school leader has to create a supportive learning environment and ensure that the resources of the school are directed to that purpose. The positive environment between staff and leader is built by constructive feedback and evaluation with a view to improvement. The leader with the active engagement

of his colleagues develops curricular activities in a way that meet the demands of all learners. More specifically, as far as an example of knowledge area is that leader knows the way each topic is socially constructed and has a particular function in helping humans make sense of the world in which they live. He is also skilled to monitor and evaluate the learning processes and outcomes on a regular basis, showing respect for the good work of teachers (attitude). Concerning now the domain of **Leading and Managing Change**, school leaders communicate their vision for the school's future development which is based on shared values. They facilitate their staff to achieve school goals and challenges by developing a strategic approach in their daily activities and showing confidence in their capabilities. This kind of support demands from a leader to be willing in trying new things and aware of the strengths and weaknesses of his school and to be skilled in the observation and appropriate interpretation of economic and social processes and trends, which enable him to adapt the institutional strategy accordingly. Nevertheless, before a leader takes responsibilities for the school organization, he needs to **Lead and Manage Self**. This means to reflect on his decisions and behaviors and try to overcome his weaknesses. Additionally, it is essential for a school leader to follow his ethics into education and show commitment to the staff's and students' development. More specifically, it would help him to know the strengths and limitations of his own style of leadership, so becomes a good role model and make responsible, deliberate and consistent decisions. Hence, after an effective lead of himself, he could be able to **Lead and Manage Others** by inspiring, motivating and encouraging them to face the challenges and work together distributing responsibilities. Capable leaders solve problems and manage conflicts trying to keep a positive climate. It would be very helpful if they understood the needs and interests of different stakeholders, set them realistic tasks and was open to critique and different opinions. If the leader was able and skilled in handling all the above, it would become much easier to **Lead and Manage the Institution** respond to financial, human, technological and physical requirements. He could care about the public image of the school by building and maintain communication with internal and external partners. So, it would help the knowledge of various communication tools and channels such as printed, electronic media and social media and the appropriate skills to identify the communication tool that fits the best in a target group (Schratz, M., 2013).

The framework described above is the most complete of all because includes detailed competences driven from the frameworks of five different countries and covers the five core domains of the school leadership.

**Table 3:** Summary of the framework “Central5: A Central European view on competencies for school leaders”

<b>Code</b>	CF3	
<b>Reference</b>	International Cooperation for School Leadership	
<b>Year</b>	2011-12	
<b>Country</b>	Central Europe	
<b>Main Competence Domains/ School Organizational Layer</b>	Leading and managing learning and teaching	Micro Layer
	Leading and managing change	Meso Layer
	Leading and managing self	Micro Layer
	Leading and managing others	Meso Layer
	Leading and managing the institution	Macro Layer
<b>Number of competences</b>	<ul style="list-style-type: none"> <li>✓ 1<sup>st</sup> domain-Area of Knowledge: 19</li> <li>✓ 1<sup>st</sup> domain-Area of Skills: 32</li> <li>✓ 1<sup>st</sup> domain-Area of Attitude: 26</li> <li>▪ 2<sup>nd</sup> domain- Area of Knowledge: 10</li> <li>▪ 2<sup>nd</sup> domain- Area of Skills: 21</li> <li>▪ 2<sup>nd</sup> domain- Area of Attitude: 11</li> <li>➤ 3<sup>rd</sup> domain-Area of Knowledge: 12</li> <li>➤ 3<sup>rd</sup> domain-Area of Skills: 31</li> <li>➤ 3<sup>rd</sup> domain-Area of Attitude: 36</li> <li>- 4<sup>th</sup> domain-Area of</li> </ul>	

	<p>Knowledge: 22</p> <ul style="list-style-type: none"> <li>- 4<sup>th</sup> domain-Area of Skills: 21</li> <li>- 4<sup>th</sup> domain-Area of Attitude: 18</li> <li>• 5<sup>th</sup> domain-Area of Knowledge: 16</li> <li>• 5<sup>th</sup> domain-Area of Knowledge: 25</li> <li>• 5<sup>th</sup> domain-Area of Knowledge: 16</li> </ul>
--	--

#### 4.2.4 Teacher Leader Model Standards

Teacher Leadership Exploratory Consortium, in 2010 set the standards described below which concern the competences that teacher leaders have to possess and how this form of leadership supports good teaching and promotes student learning.

The Teacher Leader Model Standards consists of seven domains which describe the main dimensions of teacher leadership and the leaders' characteristics. Below, are going to be stated in brief these features, beginning with the necessary respect a leader has to show in his team and the equal distribution of the responsibilities. This is going to happen if he is an active listener of staff's problems, identify their needs and consider their opinion in problem-solving. Additionally, a critical point of the team bonding is the **open mind of the leader in diverse perspectives and in different backgrounds**, ethnicities, cultures, and languages. Beyond the emotional bonding and support, a leader must offer to his colleagues, it is good to assist them to advance their professional skills, ensuring that instructional practices are aligned to a shared vision, mission, and goals. So, he **uses classroom and school-based data to improve curriculum, school organization**, and school culture and promotes a reflective dialogue with colleagues to help them with student assessment through research-based effective practices. A leader with this kind of competences guides his colleagues in helping students to navigate appropriately on the Internet, using social media and connecting with people, reassuring that individual student learning needs to remain the central focus of instruction. Hence, the leader must give emphasis on the technology literacy, as well as the **awareness of recent studies, policies and practices** which aid him to improve the ongoing teaching and learning. An action that promotes and improves also students' performance is the collection and use of data and the right interpretation. The leader **shows in his colleagues how to select the appropriate formative and summative assessment methods and tools** that are aligned to state and local standards and promote changes in instructional practices or

organizational structures. Beyond the relationships inside the community, a leader acts as an example according to this framework if he and his team **build strong relationships with families, community members**, business and community leaders and other stakeholders, something that leads to a better educational system. The educational leader tries to understand and respect the family and the community’s diverse educational needs and attempts to enrich the educational experiences of students by facilitating colleagues’ self-examination. Finally, it would not be a complete competence framework if it did not promote the leader’s commitment about the **alignment of educational policy in local, state and national level**. Thus the school leaders, the legislators, the boards of education and other stakeholders play a significant role in formulating those policies. The teacher leader **supports the school with financial, human and other material resources** that give the chances to colleagues to develop a learning community based on professionalism and common goals (TLEC,2010).

The competences described above formulate a complete profile of a teacher leader who meets all the school needs as well as staff’s needs for professional and personal development, keeping in the center of learning his students and the promotion of an ethical, technology oriented and community supporting education.

*Table 4: Summary of the framework “Teacher Leader Model Standards”*

<b>Code</b>	CF4	
<b>Reference</b>	Teacher Leadership Exploratory Consortium	
<b>Year</b>	2010	
<b>Country</b>	USA	
<b>Main Competence Domains/ School Organizational Layer</b>	Fostering a Collaborative Culture to Support Educator Development and Student Learning	Meso Layer
	Accessing and Using Research to Improve Practice and Student Learning	Meso Layer

	Promoting Professional Learning for Continuous Improvement	Meso Layer
	Facilitating Improvements in Instruction and Student Learning	Micro Layer
	Promoting the Use of Assessments and Data for School and District Improvement	Meso Layer
	Improving Outreach and Collaboration with Families and Community	Macro Layer
	Advocating for Student Learning and the Profession	Micro Layer
<b>Number of competences</b>	37	

#### 4.2.5 National Professional Qualification for Headship

The competences which are described below include a number of potential characteristics for highly effective educational leaders, including knowledge (specific technical knowledge), skills, motives and abilities that are expressed in their engagements and their attitude. The 16 competences of National College for School Leadership are grouped into three areas: “Educational excellence”, “Strategic leadership”, “Operational management” and for each, there is a description of what the competence looks like in someone ready for leadership.

The first broad area is about **educational excellence**, where highly effective school leaders can lead to high-performance outcomes for all pupils through an effective self-improving system. This means that they are skilled in judging what needs improvement and how to achieve this by identifying priorities. They are also informed of current leadership trends and studies and become role models for the rest of educators by demonstrating how teaching can



be improved. They work with a range of school and governing communities and they accept the diversity creating a common vision. As the majority of the competence frameworks, it could not be missed the description of leaders' actions about how to set goals, accomplish a shared vision and lead in an efficient way their independent and liable school system (**Strategic leadership**). Their competences self-awareness and self-management help them meet their personal strengths, weaknesses and areas for future development and they know which area is needed to be shown depending on the case. Additionally, they need to be self-motivated and take care of best solutions for their school with the help of other colleagues who trust them and admire them for following their personal values. Finally, by thinking out of the box they simplify complex issues for others and give strategic solutions to educational and organizational challenges. They try to find innovative solutions to tricky situations and prioritize their actions and judge correctly before taking critical decisions. Effective school leaders take care of the **operational management** and develop processes that guide the school to the success, such as the creation of balanced professional relationships that help them handle difficult moments, feedback and motivation to their staff and clear expectations to achieve their goals even if tough or unpopular decisions are required (NCSL, 2011).

As anyone could notice, the processes in these groups of competences are the most prioritized as well as the best practices mostly for colleague relationships, bonding and staff development rather than collaboration with community organizations.

*Table 5: Summary of the framework “National Professional Qualification for Headship”*

<b>Code</b>	CF5	
<b>Reference</b>	National College for School Leadership	
<b>Year</b>	2011	
<b>Country</b>	UK	
<b>Main Competence Domains/ School Organizational Layer</b>	Educational excellence	Micro Layer
	Strategic leadership	Meso Layer
	Operational management	Macro Layer
<b>Number of competences</b>	16	

#### 4.2.6 The School Leadership Model

School Leadership Model has made a list with the competences that make school leaders be inspiring and powerful and identifies twelve competences that are similar to every leader (The Urban School Leadership Center, 2008). These competences have been clustered into four broad domains: enabling, operating, relating, sustaining. The School Leadership Model has a strong relationship with the National Standards for head teachers and the framework of Professional Standards for teachers.

In the **enabling cluster** are included the guidelines for leaders to believe in and trust their students and staff and support passionately the school vision. It is also proposed for leaders to fight for their school's morals and takes personal risks but not alone; they are requested to distribute leadership responsibilities to other educators and promote group-based culture. In the **operating cluster** are described the leaders' commitment of the right infrastructure, the adoption of 21<sup>st</sup>-century skills and the careful examination of his decisions before turn them into actions, as far as evaluate potential outcomes. But there are not only these obligations for the educational leaders. In the **relating group of competences** are described the need for awareness about the pros and cons of the different leadership styles that help them to adapt one of them to their personality and style. Additionally, the leader has to listen carefully and try to understand and show sympathy for his staff, students and their families. Finally, there is not one framework that does not conclude the leader's ability of a stabile teaching and learning environment with clear priorities and will to face the challenges, show commitment, self-confidence and optimism (**Sustaining Cluster**) (The Urban School Leadership Center, 2008).

The Model arises from a wealth of experience of school leadership in an urban context a range of contexts. Tim Brighouse, Chief Adviser to London Schools claimed that the described model was excellent because it was designated the unique role of the urban leader and highlighted the existing characteristics of the successful urban school leaders. This way the possibility of finding similar potentials, features and competences to other school leaders is increased.

**Table 6:** Summary of the framework “The School Leadership Model”

<b>Code</b>	CF6	
<b>Reference</b>	Urban Leadership Center	
<b>Year</b>	2008	
<b>Country</b>	UK	
<b>Main Competence Domains/ School Organizational Layer</b>	Enabling Cluster	Meso Layer
	Operating Cluster	Macro Layer
	Relating Cluster	Meso Layer
	Sustaining Cluster	Meso Layer
<b>Number of competences</b>	12	

#### 4.2.7 The Australian Professional Standard for Principals

Australian Institute for Teaching and School Leadership published in 2014 the Professional Standard for Principals, in which are expressed the leadership, the requirements and the practices of principals in education and management. The Standard is an integrated model that describes three Leadership Requirements as the common qualities and capabilities of effective leaders. In these requirements are included five areas of Professional Practice. The Standard takes account of the daily challenging and changing working context of principals and variety of situations which they face daily. The Standard is based on three Leadership Requirements which concern the common vision and the values of the school, the process to deep knowledge and successful learning and the abilities and skills the school community develops in a social and interpersonal level.

These requirements are enacted through the following five key Professional Practices with the actions described below. The first key practice is “**Leading teaching and learning**” in which leaders are passionate to challenge, support and promote enthusiastically, independent learners who like to continue lifelong learning. They are responsible for effective and quality teaching and enhancing students’ achievement. They set goals and high expectations with their colleagues’ help and they plan, monitor and review the effectiveness of learning by encouraging active engagement and a strong student voice. In the second basic practice

“**Developing self and others**”, leaders desire the improvement in teaching and learning by building a professional learning community full of respect and fairness. Through managing performance and constructive feedback, they stand by their staff to achieve high standards and develop their leadership capacity. They are role models of effective leadership and are committed to their own ongoing professional development and personal health, in order to handle the difficulties, the learning capabilities and the required actions of the role. Another key feature successful leaders have is “**Leading improvement, innovation and change**”. School leaders cooperate with their colleagues to create and implement plans and policies which in a clear and evidence-based way will develop the school and its facilities. One of the critical parts of their leadership is to bring innovative and challenging ideas to reach school vision, goals and intentions. Beyond collaboration with their colleagues, leaders are responsible for school organization and management through an economically safe learning environment with a range of data management methods and technologies. When the leader is responsible for **the school management** requires from staff members to share the tasks and monitor the results. They wish to include in school community school boards, governing bodies, parents and others. As we have met almost in every single framework, there must be esteem for the broad school community diversity, education systems and facilities. The result in **engaging and working with the community** is the positive cooperation with students, families, organizations and all those associated with the wider school community. Additionally, leaders take care of the spiritual, moral, social and physical health of students and wish to promote lifelong learning from preschool through to adult life (AITSL, 2014).

The Standard defines how leaders are expected to be informed and act, to succeed in their work and ensure a high-effective leadership. Its competences focus on the ways an educational leader could raise student achievement, promote equity and excellence, create the conditions that lead to quality teaching and learning and contribute to the development of a 21<sup>st</sup>-century education system.

**Table 7:** Summary of the framework “Australian Professional Standard for Principals”

<b>Code</b>	CF7	
<b>Reference</b>	AITSL, Australian Institute for Teaching and School Leadership	
<b>Year</b>	2014	
<b>Country</b>	Australia	
<b>Main Competence Domains/ School</b>	Leading teaching and	Micro Layer

<b>Organizational Layer</b>	learning	
	Developing self and others	Meso Layer
	Leading improvement, innovation and change	Macro Layer
	Leading the management of the school	Macro Layer
	Engaging and working with the community	Macro Layer
<b>Number of competences</b>	5	

#### 4.2.8 Leadership Competence Framework

The National Child Welfare Workforce Institute (NCWWI) promoted in 2011 the view that in a child welfare organization all staff members are leaders. Consequently, effective leaders have common competences through different levels of professionals. However, proficiency levels are variable by position. As leaders increase their job responsibilities, proficiency with various competences will also improve and their sphere of influence may be different. By developing the competence framework, it could become the basis for various personnel-related activities, including the evaluation of job performance, the plan of their career and the professional development and training programs. The Leadership Competence Framework entails five domains and the competences that match on each domain.

In the first domain “**Leading Change**”, the competences of the school leader are concentrated on his capacity to use strategic change to meet the organizational goals. One of the main purposes is to establish an organizational vision and to implement it in a continuously changing environment. The **competences that play fundamental role** for the leaders are the ability to encourage new ideas and innovations and develop new insights into situations which are aligned with local and national policies and trends. They set their priorities, manage risks and implement plans consistent with the long-term interests of the organization in a global environment (**Leading in Context**). To achieve their goals leaders have to be able to make partnerships with other federal agencies and private sector organizations. **Leading for results**, developing networks and build strategic relationships help them to convince and cooperate with others to obtain information and accomplish their vision. Nevertheless,

nothing is possible if there is not exists the support of their colleagues, something that it would be gained if leaders can manage conflicts, take care of staff’s development and create an environment of trust, empathy and commitment (**Leading people**). With their support, leaders can make the right decisions for their school organizations based on the collected data, prepare and administer school budget and set high standards of performance (NCWWI, 2011). In this framework has been noticed the need of staff support in the accomplishment of organization’s goals, which depends on the very careful handle of colleagues’ feelings, treatment, ethics and responsibilities distribution by the educational leader.

**Table 8:** Summary of the framework “Leadership Competence Framework”

<b>Code</b>	CF8	
<b>Reference</b>	NCWWI, National Child Welfare Workforce Institute	
<b>Year</b>	2011	
<b>Country</b>	New York	
<b>Main Competence Domains/ School Organizational Layer</b>	Leading Change	Meso Layer
	Leading in Context	Meso Layer
	Leading People	Meso Layer
	Leading for Results	Macro Layer
	Fundamental Competences	Macro Layer
<b>Number of competences</b>	31	

#### 4.2.9 Teacher Leader Competence Framework

The Teacher Leader Competence Framework represents the core behaviors that result in strong teacher leaders. If there is proper support, all of these competences are both learnable and teachable. Leadership Competence Framework is composed of the emergent components for effective teacher leadership. Each competence is described by essential behaviors that enable teacher leaders to extend their impact on their team and on students (Leading Educators, 2015).

Hence, noticing the personality competences of the leader (**Self Cluster of Competences**), he should be self-confident, focused on his work empowerment and handle successfully conflicts and tricky situations. There would be useful to work on new techniques to manage stress and time and renew energy, taking advantage of all opportunities to maximize personal effectiveness. Through giving and taking feedback from his colleagues and his students, he comes closer to colleagues’ preferences, emotions, and perspectives and creates a trusting environment for colleagues and students, to **inspire them to take initiatives**. But to make all the above possible and successful, he needs to plan a common school vision with achievable goals which could be measured with appropriate tools and is supported by community stakeholders. The teacher leader asks open-ended and solution-oriented questions trying to create a new action to accomplish goals and encourages his staff to take the lead of the coaching (**Coaching Others Cluster of Competences**). Through data analysis and constructive feedback, he finds the dynamics into colleagues’ relationships and he can enhance them to create better plans with targeted practice. He links content based on current studies and best practices to the differing participants’ needs, designs complete agendas and shares them in advance of meetings with high quality and visually appealing materials. Furthermore, he provides time for reflection to step back from the task, identify confusions and generalize specific experiences into principles. Finally, he encourages team members to fight for school values and express freely their different opinions (**Leading Teams Cluster of Competences**) (Leading Educators, 2015).

The competencies described in this framework define how teacher leaders work to develop their personal leadership capacity and apply that leadership to coaching and their team, in order to take initiatives that drive into common vision accomplishment.

*Table 9: Summary of the framework “Teacher Leader Competence Framework”*

<b>Code</b>	CF9	
<b>Reference</b>	Leading Educators	
<b>Year</b>	2015	
<b>Country</b>	USA	
<b>Main Competence Domain/ School Organizational Layers</b>	Developing Self Cluster of Competences	Micro Layer
	Driving Initiatives Cluster of	Meso Layer

	Competences	
	Coaching Others Cluster of Competences	Meso Layer
	Leading Teams Cluster of Competences	Macro Layer
<b>Number of competences</b>	23	

#### 4.2.10 Professional Standards for Educational Leaders

In 2004, California defined six standards for educational leaders who wanted to promote a strong commitment to cultural diversity and find the best practices for the school community development. Each standard concluded a brief description of the leaders' actions that needed to implement his commitments.

The first standard concerned the **shared vision** a school principal creates and promotes in the school community that targets in students' success. Actions that facilitate his decision are the data collection for students' performance by using multiple qualitative indicators and planning curriculum courses and activities to reassure that serve his vision. As far as the spread of his goals and motivations that are vision oriented, the leader has to accept diverse points of views and confront any potential obstacles to vision accomplishment. The second standard was about the ways a leader uses to achieve **student – centered learning and staff's professional development**. To do so, he sets high academic expectations, behaves with fairness and respect to the school community and tries to improve educators' professional development by distributing responsibilities and promoting collaboration between staff members. After the caring of staff's professional development, the school leader ensures the **proper administration and management** for a safe and effective learning environment by keeping a good maintenance of a productive school environment with the provision of human and material resources to support every single student. He has to be able to handle problems and make the right decisions and he achieves this by monitoring and evaluating the program and staff and by managing legal and contractual agreements to secure confidentiality between staff and students. The fourth standard is related to the **community bonding** between school, families and organizations and accomplishment of their needs. Hence, educational leaders respect the diversity of families and community groups and try to treat the community



members equally and take into account family and community’s expectations into school decision-making. To make the school better they establish business, institutional and civic partnerships and share school achievements in media. All the above actions would not be such significant if leaders didn’t foster and follow a **personal code of ethics** which model into students and staff. Leaders become role models of personal and professional ethics, integrity, justice and fairness and defend for their students’ rights. They are responsible for conflict management and inspiration and motivation giving to school community members. One of their main concerns is recognition of their leadership practices’ impact on staff and students’ performance and to take care of work – life balance. Finally, except the ethical factor, an educational leader has to **promote context relative to politics, socio-economics, legacy and culture** for his school. So, he works with the governing board and district and local leaders to achieve best policies, supports public policies that ensure equal distribution of resources and reassures that the school operates consistently within the parameters of federal, state, and local policies, laws, regulations (California School Leadership Academy, 2004).

Overall, the Professional Standards for Educational Leaders focus on collecting and analyzing school performance data, collaboration between key decision-makers to make the school better, becoming an equal member of his team, but still remaining a leader and ways to remain open to constructive public conversations about how to improve student learning and achievement.

**Table 10:** Summary of the framework “Professional Standards for Educational Leaders”

<b>Code</b>	CF10	
<b>Reference</b>	Association of California School Administrators	
<b>Year</b>	2004	
<b>Country</b>	USA	
<b>Main Competence Domains/ School Organizational Layer</b>	Shared vision	Macro Layer
	Student – centered learning and staff’s professional development	Meso Layer
	Proper administration	Macro Layer

	and management	
	Unifying the entire community	Macro Layer
	Following a personal code of ethics	Meso Layer
	Political, social, economic, legal and cultural respect	Macro Layer
<b>Number of competences</b>	43	

**4.2.11 School Turnaround Leaders: Competences for success**

The competences that have been described below have been set by the Chicago Public Education Fund, in 2008, and are essential for school turnaround leader success because significantly affect student learning and school performance. The school leaders who attempt turnarounds must focus on accomplishing the most critical, consistent success actions. In the majority of cases, leaders of successful turnarounds identify and focus on a few early wins with big settlements and use that early success to become powerful. They also break organization norms or rules to arrange new strategies needed for early successes and act quickly in a fast cycle of trying new tactics, measuring results, fix the failures and continue the successful tactics. These competences are detailed descriptions of leaders who are successful in this context of the turnaround. They are arranged into four clusters of related capabilities: “Driving for Results” (four competences), “Influencing for Results” (three competences), “Problem-Solving” (two competences), “Showing Confidence to Lead” (one competence).

In the first group of competences “**Driving for Results**” define the important leader’s characteristics for achieving his goals despite the obstacles and achieving the improvement of school performance. For this success, the leader has to use the help of his staff and resources and prioritize activities that guide him into taking initiatives with good ending. Setting clear expectations and monitor staff’s work helps him to dare future plans with personal risk-taking to achieve his goals. The second cluster of competences “**Influencing for Results**” refers to the motivation a leader gives to his staff and the cultivation of mutual trust and support. The

main characteristic the leader must show is empathy for staff issues and considering other’s perspective. Furthermore, a good practice for building strong relationships with his colleagues is the distribution of responsibilities. The principal has to give constructive feedback, organize workshops and training for his staff and support them to learn from their own successes and mistakes. Another very important group of competences is the one that concludes the description of **problem-solving practices**. Leaders need to consider alternative lines, understand which tactics are working and clarify steps to make organizational changes that bring school improvement. Hence, two are the main competences feature in this group, analytical and conceptual thinking. In the first competence, leader analyzes basic data to understand what is important and how it relates to school goals and break a problem into smaller parts for best solutions. In the second, the leader focuses on the big picture and creates processes by clarifying complex information and unifying smaller sections. The last but not least competence that is absolutely needed to accomplish all the above tasks is **the self-recognition of the leader** to personal and professional attacks, as well as responsibility for his mistakes which is followed by corrective actions (Chicago Public Education Fund, 2008).

As well as in these groups of competences, there is given focus on human relationships and ways to solve problems that could lead the school to success and there is a lack of operative and management competences description.

*Table 11: Summary of the framework “School Turnaround Leaders: Competences for success”*

<b>Code</b>	CF11	
<b>Reference</b>	Chicago Public Education Fund	
<b>Year</b>	2008	
<b>Country</b>	UK	
<b>Main Competence Domains/ School Organizational Layer</b>	Driving for Results Cluster	Meso Layer
	Influencing for Results Cluster	Meso Layer
	Problem-Solving Cluster	Meso Layer
	Showing Confidence	Micro Layer

	to Lead	
<b>Number of competences</b>	10	

#### 4.2.12 Leadership Standards for Principals and Vice-Principals in British Columbia

British Columbia Principals' & Vice-Principals' Association (2013) designed nine leadership standards and developed a framework defining how school leaders can succeed and continuously improve their professional learning through preparation and development of aspiring principals, mentoring and coaching new principals, self-reflection and growth planning and coherence among existing and new leadership programs.

The Leadership Standards framework is organized around four leadership domains which referred to Moral Stewardship, Instructional Leadership, Relational Leadership and Organizational Leadership. Each cluster is consisted from two or three standards of leadership, which describe the expectations for quality leadership practice. The first domain is about **moral stewardship** and refers to the principal's and vice-principal's concern of setting and supporting morality and ethics in school decisions. The second domain concerns **the instructional leadership** and emphasizes in the quality improvement of teaching and learning for students and adults by creating the curriculum and monitoring its impact on students learning. The third domain, **relational leadership** describes the significance of emotional intelligence and the effect that cause principal's and vice-principal's intrapersonal, interpersonal and cultural competences in student and adult learning and achievement. In Intrapersonal Capacity educational leaders are self-aware and build positive and strong relationships, in Interpersonal Capacity educational leaders bond school and community relationships and in Cultural Leadership educational leaders create a powerful culture and a supportive climate for student and adult learning. Finally, there is the domain that concerns the school management and administration (**organizational leadership**) where educational leaders strategically plan and accomplish a powerful support in student development trying to make easier the communication among schools, families and the community (BCPVPA, 2013).

In this framework, the standards are simply and clearly defined, without thorough details. They are highlighted only the most useful competences a leader should possess for a successful management and leading.

**Table 12:** Summary of the framework “Leadership Standards for Principals and Vice-Principals in British Columbia”

<b>Code</b>	CF12	
<b>Reference</b>	British Columbia Principals’ & Vice-Principals’ Association (BCPVPA)	
<b>Year</b>	2013	
<b>Country</b>	Canada	
<b>Main Competence Domains/ School Organizational Layer</b>	Moral Stewardship	Macro Layer
	Instructional Leadership	Micro Layer
	Relational Leadership	Meso Layer
	Organizational Leadership	Meso Layer
<b>Number of competences</b>	9	

#### 4.2.13 Standards for School Administrators

The standard consists of the administrator’s knowledge and skills. Seven critical standards used as the framework for the North Carolina School Executive Standards are described below. They concern the actual principal initiatives through the competences, which impact leaders’ ability to perform effectively in other standard areas. There is a list of competences that is not aligned with each leadership standard but is obvious that support practice in multiple leadership functions. In the first place will be described briefly the seven standards and then the competences.

The first standard concerns **Strategic Leadership** in which educational leaders adjust their school mission, vision and goals to 21<sup>st</sup> century needs and challenge their teachers and students to inquire and continually re-purpose themselves and build new values about their preferred future. In the second standard of this framework **Instructional Leadership**, school executives develop collaborative structures that help students to engage to the school framework, teachers to use the best instructional and school practices that communicate throughout the professional community. Another standard promotes the need for respect and support existence by the leader facing different tradition and artifacts that give a unique identity in school community (**Cultural Leadership**). To develop this identity possible must also exists a collaborative school environment with high valued and qualified staff which is

able to take responsibilities and contribute to difficult decisions (**Human Resource Leadership**). Of course the teacher leader has to monitor staff, schedule the school budget and ensure the creation of a strong school community, which is composed of parents and business representatives and give them the opportunity to participate as “stockholders” in the school. Principals may or may not personally possess all of the competences that are described below and fit to standards but must ensure that his team is in place to effectively and efficiently execute them (**Managerial Leadership**). Hence, a mutual communication characterized by empathy, constructive feedback and trust between the leader and his team helps them interpret critical information and handle carefully and effectively difficult situations, disagreements, or complaints. It assists also in creative thinking and sharing responsibilities and initiatives with to achieve the best for their school and students (**External Development Leadership**). Leaders and their team have to remain informed of external and internal trends, new technologies, interests and issues with potential effects on school policies, practices and procedures and follow their values and beliefs to create a safe school environment full of honesty, integrity, respect, and confidentiality (**Micropolitical Leadership**) (North Carolina State Board of Education, 2006).

In this framework of competences were described all the different aspects that a leader and his team should have to run their school effectively and manage their time carefully to complete work tasks and discuss for significant decisions. Following the majority of the above standards could make their dreams come true and create a unique school environment.

**Table 13:** Summary of the framework “Standards for School Administrators”

<b>Code</b>	CF13	
<b>Reference</b>	North Carolina State Board of Education	
<b>Year</b>	2006	
<b>Country</b>	USA	
	Instructional Leadership	Meso Layer
	Cultural Leadership	Macro Layer
	Human Resource Leadership Summary	Meso Layer
	Managerial Leadership	Macro Layer

	External Development Leadership	Macro Layer
	Micropolitical Leadership	Macro Layer
<b>Number of competences</b>	21	

#### 4.2.14 School Leadership Framework

Denver Public Schools defined in 2013 six different areas of school leadership, where each is distinguished by principal competences. Each area is consisted by two to three competences which are described briefly below.

The first area of competences concerns the **Culture and Equity Leadership**, where leaders set high expectations for their students and drive them to meet them by respecting the diversity among students, families, and staff and seek input from staff and students to guarantee the school and work environment is open and free from discriminatory behavior and practices. Additionally, they motivate teachers to collaborate as a team through systems and processes to create schoolwide commitments and hold them accountable for sharing best practices and ideas and make instructional decisions. In the second area of leaders' competences in this framework, **Instructional Leadership**, included the caring of students with disabilities to have appropriate space in the building and the assistance to parents for keeping them informed about their children achievements by communicating in a family's native language. The management of all kind of students it could become easier if leaders provide career counseling to their staff and make courageous performance decisions in a timely and systematic manner. This means that they should give consistently constructive feedback and time for self-reflection (**Human Resource Leadership**). As a result, all the staff members would try to accomplish their school mission and establish systems, structures and processes for collaborative decision-making and a flexible culture that encourages innovative thinking related to change (**Strategic Leadership**). Educational leaders try to build a school culture in which all parties boost the cooperation with the entire school community. In **Organizational Leadership** they diminish also potential language barriers by the presence of resources to engage speakers of other languages. Hence, with the assistance of the **community** and non-profit organizations, leaders allow the expression of a strong voice in regard to concerns, ideas, and interests and become role models for professional behaviors that are representative of the positive norms, values and school culture. They seek learning opportunities to participate in continuous leadership and to advance their leadership skills, as

well as chances to serve school common values and goals. They try also to overcome obstacles and see opportunities in every difficult situation (DPS, 2012-13).

As it is obvious, in this framework has been emphasized the importance of the community assistance in the achievement of school vision, based on values and best practices of the educational leaders.

**Table 14:** Summary of the framework “School Leadership Framework”

<b>Code</b>	CF14	
<b>Reference</b>	DPS, Denver Public Schools	
<b>Year</b>	2012-13	
<b>Country</b>	USA	
<b>Main Competence Domains</b>	Culture and Equity Leadership	Meso Layer
	Instructional Leadership	Micro Layer
	Human Resource Leadership	Meso Layer
	Strategic Leadership	Macro Layer
	Organizational Leadership	Macro Layer
	Community Leadership	Macro Layer
<b>Number of competences</b>	13	

**4.2.15 School Leadership Competence Continuum**

The Department of Education in New York City has designed five fundamental school leaders’ competences which are analyzed in their basic characteristics. The five competences concern: Personal Leadership, Data, Curriculum and Instruction, Staff and Community, Resources and Operations.

The school leader fosters a culture of excellence through **personal leadership**. He believes in students’ high-level performance with a clear vision and goals as their guide. He develops strategic plans with effective solutions, which adapt appropriately to situations, audience and



needs. The climate he creates is full of respect and empathy that is used as the base of strong relationships. He is self-aware and commits to ongoing learning and constructive feedback. All these personal characteristics are obvious in courses, data and staff management. More specifically, the leader sets high learning goals that focus on increasing student achievement based on data and he is capable of understanding and **analyzing data** from multiple sources, which help him to detect the trends in student learning and monitor his instruction type (**Resources and Operations**). Additionally, he enhances staff members in using **instructional strategies** effectively to accelerate learning and meet students’ diverse learning needs through the distribution of leadership roles and responsibilities and building strong school communities. Their staff consists by **skilled teachers** who are challenged to retaining high performance and make low performers improve. One of his ultimate goals is to build strong teams whose members share responsibilities appropriately. Finally, he listens carefully to families, students and the **school community** and tries to give reasonable solutions to potential problems (Department of Education, n.d.).

In brief, this framework explains in a simple way the most important competences the leader should conquer to undertake their mission and meet the high expectations of the parents, colleagues and students.

*Table 15: Summary of the framework “School Leadership Competence Continuum”*

<b>Code</b>	CF15	
<b>Reference</b>	Department of Education	
<b>Year</b>	-	
<b>Country</b>	New York	
<b>Main Competence Domains</b>	Personal leadership	Micro Layer
	Data	Meso Layer
	Curriculum and Instruction	Meso Layer
	Staff and Community	Macro Layer
	Resources and Operations	Macro Layer
<b>Number of competences</b>	5	

### **4.3 Summary**

The table below describes, in summary, the School Leadership Competences Frameworks, the country, year, the main domains of competence and the number of competences that are included. In the following chapter it will be presented the meta-framework of school leadership competences.

*Table 16: Summary of the main school leadership competence frameworks*

#	School Competence Frameworks	Country/Domain	Year	Broad areas of competences	Number of competences
1	Standards for Administrators	ISTE, International Society for Technology in Education, USA	2009	<ul style="list-style-type: none"> <li>• Visionary leadership</li> <li>• Digital age learning culture</li> <li>• Excellence in professional practice</li> <li>• Systemic improvement</li> <li>• Digital citizenship</li> </ul>	21
2	Interstate School Leaders Licensure Consortium Standards	CCSSO Council of Chief State School Officers, USA	2014	<ul style="list-style-type: none"> <li>• Vision and Mission</li> <li>• Instructional Capacity</li> <li>• Instruction</li> <li>• Curriculum and Assessment</li> <li>• Community of Care for Students</li> <li>• Professional Culture for Teachers and Staff</li> <li>• Communities of Engagement for Families</li> <li>• Operations and Management</li> <li>• Ethical Principles and Professional Norms</li> <li>• Equity and Cultural Responsiveness</li> <li>• Continuous School Improvement</li> </ul>	79
3	Central5: A Central European view on	International	2011-12	<ul style="list-style-type: none"> <li>• Leading and managing</li> </ul>	316

	competencies for school leaders	Cooperation for School Leadership, Central Europe		<p>learning and teaching</p> <ul style="list-style-type: none"> <li>• Leading and managing change</li> <li>• Leading and managing self</li> <li>• Leading and managing others</li> <li>• Leading and managing the institution.</li> </ul>	
4	Teacher Leader Model Standards	Teacher Leadership Exploratory Consortium, USA	2010	<ul style="list-style-type: none"> <li>• Fostering a Collaborative Culture to Support Educator Development and Student Learning</li> <li>• Accessing and Using Research to Improve Practice and Student Learning</li> <li>• Promoting Professional Learning for Continuous Improvement</li> <li>• Facilitating Improvements in Instruction and Student Learning</li> <li>• Promoting the Use of Assessments and Data for School and District Improvement</li> <li>• Improving Outreach and Collaboration with Families and Community</li> <li>• Advocating for Student</li> </ul>	37

				Learning and the Profession	
5	National Professional Qualification for Headship competence framework	NCSL, UK	2011	<ul style="list-style-type: none"> <li>• Educational excellence</li> <li>• Strategic leadership</li> <li>• Operational management</li> </ul>	16
6	The School Leadership Model	The Urban School Leadership Center, UK	2008	<ul style="list-style-type: none"> <li>• Enabling Cluster</li> <li>• Operating Cluster</li> <li>• Relating Cluster</li> <li>• Sustaining Cluster</li> </ul>	12
7	The Australian Professional Standard for Principals	AITSL, Australian Institute for Teaching and School Leadership, Australia	2014	<ul style="list-style-type: none"> <li>• Leading teaching and learning</li> <li>• Developing self and others</li> <li>• Leading improvement, innovation and change</li> <li>• Leading the management of the school</li> <li>• Engaging and working with the community</li> </ul>	5
8	Leadership Competence Framework	NCWWI, National Child Welfare Workforce Institute, New York	2011	<ul style="list-style-type: none"> <li>• Leading Change</li> <li>• Leading in Context</li> <li>• Leading People</li> <li>• Leading for Results</li> <li>• Fundamental Competences</li> </ul>	31
9	Teacher Leader Competence Framework	Leading Educators, USA	2015	<ul style="list-style-type: none"> <li>• Developing Self Cluster of Competences</li> <li>• Driving Initiatives Cluster of Competences</li> <li>• Coaching Others Cluster of Competences</li> <li>• Leading Teams Cluster of Competences</li> </ul>	23

10	California Professional Standards for Educational Leaders	USA	2004	<ul style="list-style-type: none"> <li>• Shared vision</li> <li>• Student – centered learning and staff’s professional development</li> <li>• Proper administration and management</li> <li>• Unifying the entire community</li> <li>• Following a personal code of ethics</li> <li>• Political, social, economic, legal and cultural respect</li> </ul>	43
11	School Turnaround Leaders: Competences for success	The Chicago Public Education Fund, USA	2008	<ul style="list-style-type: none"> <li>• Driving for Results Cluster</li> <li>• Influencing for Results Cluster</li> <li>• Problem-Solving Cluster</li> <li>• Showing Confidence to Lead</li> </ul>	10
12	Leadership Standards for Principals and Vice-Principals in British Columbia	BSPVPA, British Columbia Principals’ & Vice-Principals’ Association, Canada	2013	<ul style="list-style-type: none"> <li>• Moral Stewardship</li> <li>• Instructional Leadership</li> <li>• Relational Leadership</li> <li>• Organizational Leadership</li> </ul>	9
13	Standards for School Administrators	North Carolina State Board of Education, USA	2006	<ul style="list-style-type: none"> <li>• Strategic Leadership</li> <li>• Instructional Leadership</li> <li>• Cultural Leadership</li> <li>• Human Resource Leadership Summary</li> <li>• Managerial Leadership</li> <li>• External Development Leadership</li> <li>• Micropolitical Leadership</li> </ul>	21

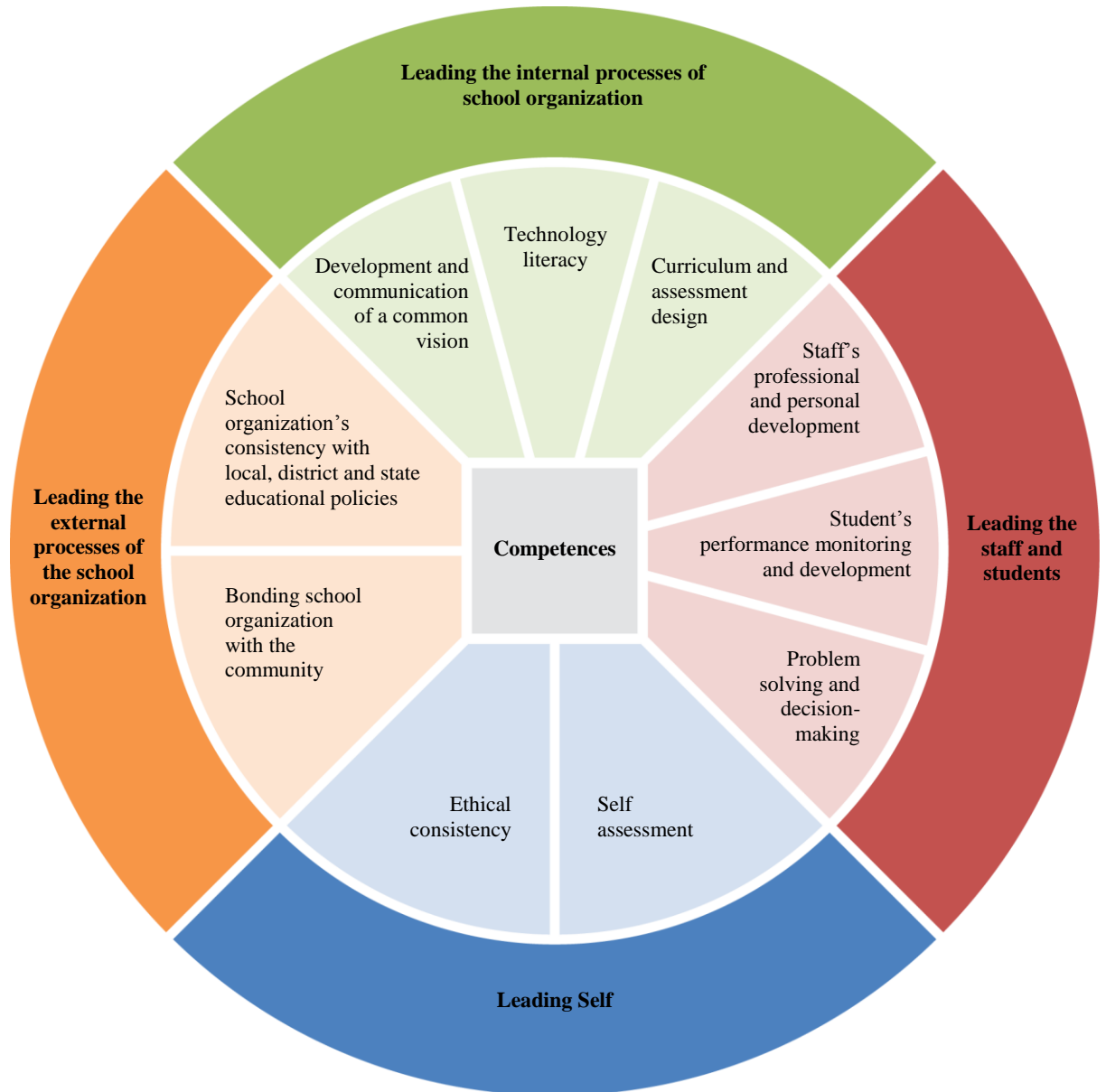
14	School Leadership Framework	DPS, Denver Public Schools, USA	2012-13	<ul style="list-style-type: none"> <li>• Culture and Equity Leadership</li> <li>• Instructional Leadership</li> <li>• Human Resource Leadership</li> <li>• Strategic Leadership</li> <li>• Organizational Leadership</li> <li>• Community Leadership</li> </ul>	13
15	School Leadership Competence Continuum	New York City Department of Education	-	<ul style="list-style-type: none"> <li>• Personal leadership</li> <li>• Data</li> <li>• Curriculum and Instruction</li> <li>• Staff and Community</li> <li>• Resources and Operations</li> </ul>	5

## Chapter 5: A School Leadership Competence Meta-Framework

### 5.1 Brief description

This chapter describes a competence meta-framework for school leaders (Figure 2).

*Figure 2: School leadership competence Meta-framework for K-12*





The competences included are the consolidated summary of the competences that school leaders of K-12 education are expected to possess in a state and district level in Europe, United States of America and Australia. As it became clear from the chapters above the role of leaders is complex and modular. Hence, to simplify the study of the different aspects of this role, are defined 4 domains that constitute the main responsibilities of the school leader:

1. Leading the internal processes of the school organization
2. Leading the staff and students
3. Leading self
4. Leading the external processes of the school organization

Each domain includes competence areas that have been mentioned repeatedly in the competence frameworks described in the previous chapters. Each competence area includes specific competences a school leader should have to become an example and reach the excellence. The competence areas included in four domains are:

1. Domain: Leading the internal processes of the school organization

Competence areas:

- Development and communication of a common vision
- Technology literacy
- Curriculum and assessment design

2. Domain: Leading the staff and students

Competence areas:

- Staff's professional and personal development
- Student's performance monitoring and development
- Problem-solving and decision-making

3. Domain: Leading self

Competence areas:

- Self-assessment
- Ethical consistency

4. Domain: Leading the external processes of the school organization

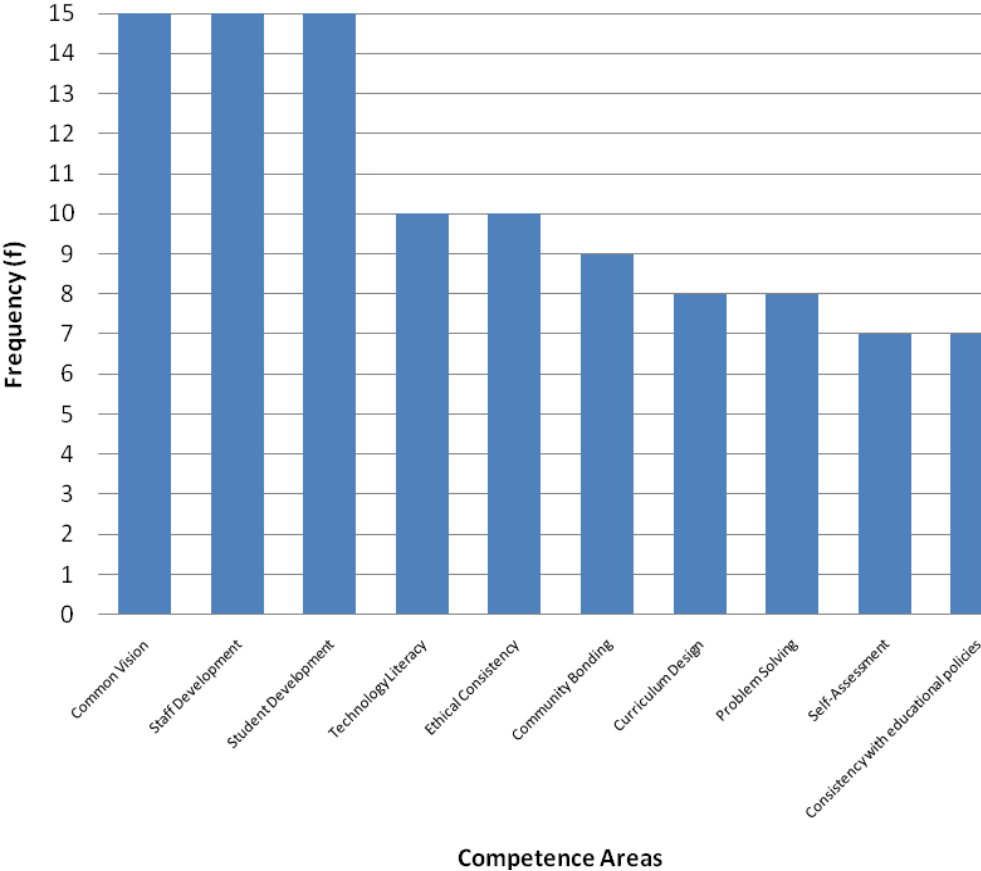
Competence areas:

- Bonding school organization with the community

- School organization's consistency with local, district and state educational policies

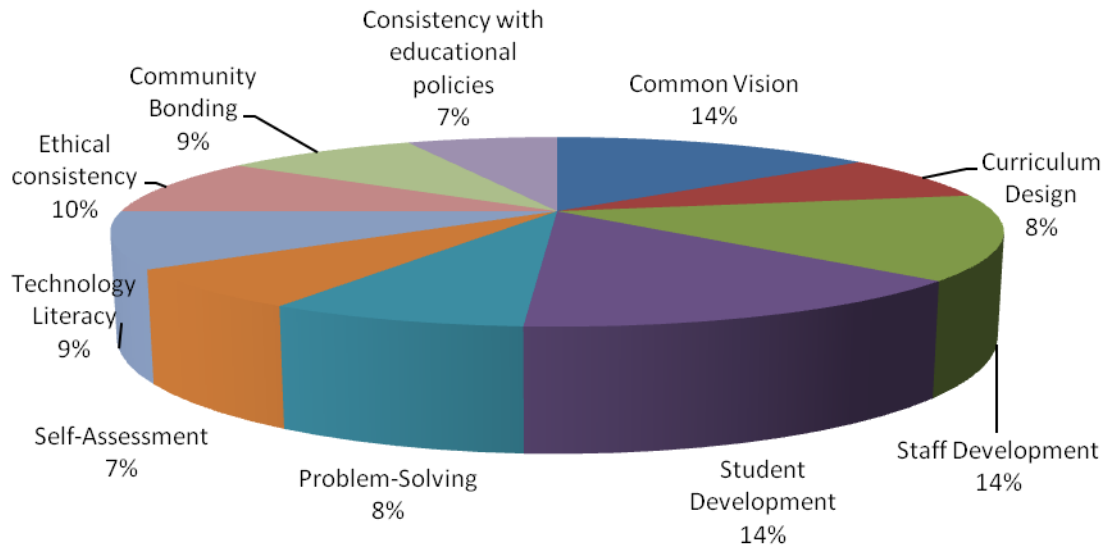
Below is shown the graph of frequency of each competence area in fifteen competence frameworks described in the previous chapter (Figure 2). The following competence areas were appeared most times comparing to other areas, dominating this way in the meta-framework. As it is obvious the areas of "common vision", "staff and student development" were referred in all competence frameworks, highlighting their importance. Respectively, "technology literacy" and "ethical consistency" are noted as significant to a 21<sup>st</sup>-century leader, following with little frequency difference "school bonding with the community", the "design of the curriculum" and the "solutions to problems and tricky situations". Finally, despite the fact that the competences concerning the "self-assessment" of the leader and the "organization of the school according to local and district policies" are slightly less referred in the total of frameworks they remain worth to mention.

Figure 3: Graph of frequencies for Competence Areas in Meta-framework



There is also a graph of the percentage of these frequencies, which depicts the proportion of each competence area in the total of competence frameworks (Figure 3).

**Figure 4:** Percentage graph of Competence Areas in Meta-Framework



In the following unit are described more specifically the competences of each area and presented in a summary table.

## 5.2 Analysis of Meta-Framework

### 5.2.1 Leading the internal processes of the school organization

*Table 17: Summary of the competences of “Leading the internal processes of the school organization”*

Domain	Leading the internal processes of the school organization								
Competence areas/Related Frameworks/Related School Leadership Models	Development and communication of a common vision	CF_1-15	M3-5	Technology literacy	CF_1-3,6-10,13,15	M6,8	Curriculum and assessment design	CF_1-5,12,13,15	M1,2,4,8
Competences	Alignment with the 21 <sup>st</sup> -century skills			Provide school equipment with technological resources			Taking account of teachers’ opinion in curriculum design		
	Acceptance and handling any potential obstacles to vision accomplishment, such as objection from government			Development of learner-centered technology environment which meet the diverse needs of all learners			Curriculum scheduling in a way that maximizes time for teachers to learn, innovate and plan together		
	Risk management through instructional strategies			Acknowledge of software variety and use			Promoting through curriculum the 21 <sup>st</sup> -century skills		
	Human and technical resources arrangement			Participation in learning communities that stimulate and nurture research about the use of technology			Technology oriented curriculum, classes with information technology, technology systems in classrooms		
	Creative thinking, thinking “out of the box”, enriching school activities with art			Model and monitor the frequency and the effective operation of technology in class			Continuous information about latest trends in science and education. Looking for new		

			learning and teaching methods.
	Inspiration and motivation source for his colleagues	Staff training about the latest educational studies	Flexible curriculum to the potential of all learners, meaning personalized learning, handling the students with special abilities
	Priorities setting and plans development consistent with other school organizations around the world		
	Active listening and team guide to shared goals and objectives		
	Clear expectations for schools and direct communication to colleagues		

The first domain of this meta-framework concerns the administrative role of the school leader. The efficient school organization management begins from the internal processes administration. The leader should develop and promote a common vision, mission and goals which are clear, constructive and feasible. These competences are necessary for leaders who follow the executive or distributed or the transformational leadership model. As far as the first one, it is very important the strategy and vision planning, because it helps on concerning the differences between schools and finding the balance between standardization. About the distributed leadership has been mentioned in the previous chapter that the main focus is the development of a shared culture of expectations concerning the use of individual skills and abilities. Finally, a transformational school leader focuses on vision and commitment to school objectives to inspire and motivate the educators. To reach these goals is necessary the right curriculum design enriched with contemporary assessment methods and tools and literacy technology by the leader, something that is highlighted as a necessity in instructional, managerial, distributed and technology school leadership models. More specifically, an

instructional type of leader manages the curriculum according to the needs and circumstances of each school, while in distribution and managerial models are mentioned data collection from all stakeholders and a system that evaluates practices, programs, and policies in place. Concerning the technology model it is needed to build the curriculum realizing the full potential of ICTs in education. More specifically, the leaders who try to use technology and be consistent with 21<sup>st</sup>-century skills they force the creation, use and management of technological resources and processes and facilitate learning procedure. Additionally, whoever leader acts in a transactional way, he embeds policies and measure performance with a mechanistic set of tracking criteria, something that demands technology knowledge. The role of technology leader is further than helping colleagues to use computers; is about training them how to integrate technology as a tool for learning and create an active cooperative learning environment. Technology-oriented leaders train their colleagues to accept technology in their daily routine, not an easy process because the main goal is to train them to apply it directly to their classrooms.

Specifically, the **shared vision and mission implementation** would be facilitated by the ideally aligned competences of school leaders with the 21<sup>st</sup>-century skills. The first thing the leader should focus in order to create a school culture is the data collection for students' performance and facilities by using multiple qualitative and quantitative indicators, respectively. Effective educational leaders are ready to accept and confront any potential obstacles to vision accomplishment and manage the risks that are addressed in diversity and equity issues through instructional strategies. Hence, it would be helpful for risk handling to simplify complex issues and arrange the resources either human or technical with creative ways, like thinking out of the box. For a common mission and vision, a leader must be inspirational and boost motives. If he inspires his colleagues he would be able to build a team who support him in setting priorities and developing plans consistent with the other school organizations around the world. Nevertheless, the leaders are never alone; they should listen to colleagues' standpoints and interfere only when it is meaningful, uniting them around shared goals and objectives. Obviously, school leaders have to set clear expectations for their schools, communicate them to colleagues and ensure that individual student learning needs remain the focal point of instruction by keeping the curriculum flexible to the potential of all learners.

As far as the part of the **curriculum and assessment design**, is very important to notice that the effective implementation of the above in classroom is teachers' responsibility; so it is essential to take account of staff opinion and schedule curriculum in a way that maximizes time for teachers to learn, innovate and plan together. Additionally, the curriculum must follow and promote the 21<sup>st</sup>-century skills, such as "Creativity and Innovation", "Critical

Thinking and Problem Solving”, “Collaboration and Communication” and to be technology oriented by inserting technology courses, both for students and educators and by using contemporary technology tools to collect assessment data. Concerning the process of assessment, leaders use assessment systems relevant to students’ development, with the purpose of maximizing student engagement and learning. This means that assessment methods adapt dynamically to the students’ needs and allow them also to take an active role and share their opinion with the educators. For this reason, the leader must be aware of current studies and inform his team about how to select the appropriate formative and summative assessment methods and tools.

As it was described above, the leader must be contemporary to 21<sup>st</sup>-century skills and **technology literacy**. The majority of the tasks, curriculum, communication of achievements and communication with other community stakeholders need technology resources. Digital-age learning has been established. So, the leader has to equip the school with technological resources to create a learner-centered environment which meets the diverse needs of all learners. Technology –i.e. different kind of software- assists also students with disabilities to approach the best way the education. To remain informed about these new technologies, he should take part in learning communities that stimulate and nurture research about the use of technology. The leader is accountable to model and monitor the frequency and the effective operation of technology in class. He is also responsible for the training of the staff about the ways to use the technology resources.

Concluding, the leader tries to schedule the future school goals by gathering evidence of how learning is transferred to practice and by collecting and sharing feedback with the team.



5.2.2 Leading the staff and students

*Table 18: Summary of the competences of “Leading the staff and students”*

Domain	Leading the staff and students								
Competence areas/Related Frameworks/Related School Leadership Models	Staff’s professional and personal development	CF_1-15	M1,2,4,5,8	Student’s performance monitoring and development	CF_1-15	M1,4,7	Problem-solving and decision-making	CF_1-5,8,10-15	M1,2,4-6
Competences	Role modeling of the intended behavior			Monitor and evaluate the learning processes and outcomes on a regular basis			Right use of problem-solving and decision-making techniques, such as following the next steps: create a constructive environment, investigate the situation in detail, generate good alternatives, explore options, select the best solution, evaluate the plan, communicate the decision, and take action		
	Team building and collaboration, including communities of practice			Adaptation of new annotations into the short, medium or long-term plan of curriculum			Combination of justice, objection and priority of significant issues		
	Data analysis, staff’s performance inside classroom			Hiring qualified staff, that has the appropriate training skills to handle difficult situations and charismatic			Time management, as far as the meetings with staff, community stakeholders and		

		students as well	setting of priorities
	Admission of mistakes, limit of judge, giving a second chance	Appropriate infrastructure and technology systems to boost teaching and learning management and operations	Data collection for objective assessment of the tricky, emerging situations between teachers and fairness in decisions that has to make.
	Reflection and acknowledgment of personal areas of strength and growth	Collection and interpretation of data by students' monitoring performance	Understanding of both spoken and unspoken factors that impact on decisions and actions, meaning the ability to understand the real intentions of staff and community opinions that wish to affect leaders' decisions.
	Sharing knowledge and experience with others	Maintain a high level of expectations, because of self-fulfilling prophecy. If students believe that their educators trust them and think they are capable, they act exactly in this way.	Conceptual thinking, "think out of the box", find solutions to problems that involve the majority of colleagues and external partners. With collaboration everything is possible.
	Accountability of staff through constructive feedback	Personalized learning, through a portfolio, one to one learning method, the concept of "student's voice", small learning communities etc.	Simplify complex issues and give strategic solutions to educational and organizational challenges. If "break" the challenge in chunks they can handle each chunk separately and find their way into an integrated

			solution.
	Communication of clear expectations through appropriate models and techniques; communication models such as the Aristoteles' Model, or Berlo's Model.	Monitor student's progress and self-esteem with learning methods and strategies, such as assessment and personality tests	Begin from "Big Picture" of the problem. Firstly, they understand "why" the problem created and then find an alternative that put into practice with more details.
	Conflict management methods and techniques, such as problem-solving via open discussion, smoothing, compromising etc.	Valid systems of performance and behavior management	Unity of smaller sections with the appropriate methods and action plans
	Handling poor performance by providing career counseling	Maximization of student engagement and learning	Alternative plans. They have always plan B. Leaders can't risk the total failure, they have to plan and predict.
	Staff's free expression of differentiated opinions	Creation of safe, emotionally protective and productive school environment, where students' voice is strong. It is very important for students to know that they can ask and discuss with their principals for their need and anxieties.	Efficiency even under pressure and high-stress conditions
	Creation of a safe and equal environment for effective discussions	Mutual trust development	Calm, optimization and persistence in tricky situations
	Active listening and empathy, to colleagues' problems and feelings	Emergence of student's individuality and personality, ensuring this way that each student	

		is an active member of the school	
	Motivation and inspiration, for achieving school goals and take care of their personal development through training workshops and seminars	Sharing students' achievements in media, being very careful with the breadth of exposure.	
	Staff's empowerment and best employment of human potential, through seminars of personal development, workshops for team bonding	Defend for students' rights	
	Responsibilities distribution	Effective pedagogy to close learning gaps	
	Clear legal and ethical framework		
	Meetings and workshops arrangement		
	The leader is aware of team members' skills and achievements, so he can deploy these skills in different school projects or in actions with the community		
	Best practices for each educator to achieve the shared vision		
	Time for staff's reflection, discussion and next steps to future school goals		
	Staff's counseling about new trends in the fields of education,		

	teaching and technology and use of digital resources		
	Interpretation of different backgrounds, ethnicities, cultures, and languages		

The second domain of the present study is the ability of school leaders to guide effectively their staff and students. Taking account of the literature review in the previous chapter were noticed three broad competence areas that leaders should care about. The first one is staff's professional and personal development, where the teacher must invest to build a team that would reach to results and meet the goals. This aspect of the leader's role is broadly used in the majority of school leadership models; instructional, managerial, distributed, transformational and technology. In the first one, is mentioned that a competent leader discusses with his teachers and give them feedback. Additionally, to achieve the professional development of his staff, he monitors and evaluates their performance and makes mentors those who act the best possible way. In a common way behaves the leader who follows the managerial leadership model. He cares about staff's compliance with federal regulations and provides direct classroom support to teachers by programming class visits followed up by feedback and checking the availability of appropriate learning and teaching support materials. As it is expected, a basic feature of distributed model is the collaboration between staff members and the equal roles, something that demands very tight and balanced relationships. The same collaborative climate tries to build a transformational leader through staff's encouragement, open communication, given freedom for self-esteem and autonomy at work. Equally important school leadership competence is for a technology-driven principal, who tries social and moral support to all the school stakeholders and trains them how to integrate technology as a tool for learning. Nevertheless, teacher monitoring is not their only concern; they have to manage and develop students' performance too, mainly in instructional, distributed and system school leadership models. Concerning the first model, it has to be noticed that the leaders' cynosure is the way that teachers behave while they participate in activities directly affecting the growth of students and analyze outcome data for students' dynamics. Additionally, in distributed leadership, leaders care about fairness, equality and the well-being of students. Last but not least, the systemic leader has to follow positive stance on improving all schools and success for all students. If leaders administrate in an efficient way these relationships between staff and students, then they would be free to focus on the most appropriate problem-solving and decision-making, as is described in most of the leadership models; instructional, managerial, distributed, transformational, transactional and system. More specifically, the instructional leader organizes regular meetings of the educator team to discuss problems and strategies to improve classroom practice, to find alternative solutions, to stimulate the free expression of employees' ideas and suggestions and to ensure that the principal vision is aligned with the responses. The competences described below are important for a managerial leader who develops conceptual skills solve problems and make decisions, as well as in a distribution model, because of 'doing with' involves others in decision-making. Heck and Marcoulides (1996) noticed the obsolete time for transformational

leaders to encourage and participate in decision making. Finally, conflict mediation, understanding different organizations philosophy and con-constructing solutions are domain characteristics between system leaders and their schools.

Educational leaders are accountable for their **staff and its development either professional or personal**. If leaders want their teachers to behave in a certain way, they must become first of all role models of this behavior. They are informed of current leadership trends and studies and become role models for the rest of educators by demonstrating how teaching can be improved. Leaders need to build their team and work together. They must be the first of the team members who admit their mistakes, reflect and acknowledge personal areas of strength and growth and are open to knowledge and experience sharing with others. The second most important team feature is members' relationships. Leaders have to hold others accountable and focused on the common school vision and mission by giving and receiving constructive feedback and make clear their expectations, using the appropriate communication models and techniques. This way there will not be misunderstandings, but even in this case leaders should be aware of methods and techniques to manage the conflicts, that create bad relationships and delay school improvement. Additionally, they try to handle poor performance by providing career counseling and making courageous performance decisions in a timely and systematic manner. School leaders should have always in mind the right of their staff to have different opinions and try to find a way to express them. Hence, it is essential the creation of a safe and equal environment where to exist the opportunities and conditions for effective discussions, active listening and empathy from leaders, as far as a logical and critical view on the issues discussed. In this context, motivation and inspiration are less than obligatory competences in a team leading that help in the empowerment, best performance and the employment of human potential. To handle this team, the leader must be able to distribute the right way the responsibilities to others and make clear the legal and ethical framework. To prepare them for their collaboration and their responsibility of the decisions would make, he organizes meetings and workshops. In meetings, the leader makes clear the norms for team members, revise the school goals in his team and become aware of his team members' skills and achievements. He defines the best practices for each educator to achieve the shared vision and he provides time for reflection, discussion and next steps. In workshops, he informs them about the new technology trends and how to use properly the digital resources. Closing this area of competences, school leaders have to take care of the professional and personal development of their team and monitor their achievements using data analysis and careful interpretation of different backgrounds, ethnicities, cultures, and languages.

Nevertheless, the school leaders should concern mostly about their **students' performance and development** and the competences they should expertise to achieve the best results.

These competences may begin by monitoring and evaluating the learning processes and outcomes on a regular basis. This way the leaders would be able to transform and adapt any new annotations into the short, medium or long-term plan of their curriculum. The implementation of the curriculum is in the hands of the school leader and his team, which has to consist of qualified staff. Hence, they have to afford the appropriate infrastructure and technology systems to boost teaching and learning management and operations. Beyond the technical infrastructure, the leader has to maintain a high level of expectations and ensure the use of effective pedagogy to close learning gaps. He is obligated to try personalized learning and monitor the student's progress and self-esteem by learning methods and strategies that they have been used. It would be easier and more appropriate for these metrics to follow valid systems of performance and behavior management. Educational leaders develop processes that support and maximize student engagement and learning and try to create and maintain a safe, emotionally protective and productive school environment, where students' voice is strong. In this environment, leaders try to develop mutual trust between the school members and point out their individuality and personality, ensuring this way that each student is an active member of the school. If the school community has worth mentioned student achievements, the educational leader should be competent to highlight them and share them in media. Nevertheless, the media should not be used by leaders only for promoting achievements, but to defend also for students' rights. An effective and competent leader must be able to collect data by students' monitoring, interpret them and combine their outcomes with management operations and policies to reach the common mission and values of the school.

Handling the operation and management of staff and students' personal and academic performance is more than expected to face problems and difficult decisions. So, school leaders should be able to use the **right problem-solving and decision-making techniques**. Leadership is not an easy task and most of the times everyone expects from leaders the best decision and solution that combines justice, objection and priority of significant issues. A significant competence that supports the above tasks is the appropriate time management, as far as the meetings with staff, the community stakeholders and the setting of priorities. To take the right decisions -even when these decisions produce unpleasant consequences- and solve the problems fast and efficiently, the first thing that is needed is data collection. The second needed competence is the understanding of both spoken and unspoken factors that impact on decisions and actions. The third skill that would take the decisions one step further is conceptual thinking, meaning "think out of the box", find innovative solutions to tricky situations, simplify complex issues and give strategic solutions to educational and organizational challenges. They have to see the big picture and find the "Why" something



happened and “Why” they need to solve it. Leaders, try to solve the puzzle of problems by unifying smaller sections, one at a time, with the appropriate methods and action plans; they should be ready for alternative approaches too. Competent leaders are efficient even under pressure and high stress and remain calm, optimistic and persistent.

5.2.3 Leading Self

*Table 19: Summary of the competences of “Leading self”*

Domain	Leading self					
Competence areas/ Related Frameworks/Related School Leadership Models	Self-assessment	CF_3-7,9-15	M6,8	Ethical consistency	CF_2-3,6,7,9,10,12-14	M2,4,5,8
Competences	Self-motivation, to be active in community actions with school, student volunteering, culture excursions			Sustainment of integrity and justice		
	Awareness of personal characteristics and skills			Role model of fair decisions and professional ethics		
	Collecting data either from their point of view or from feedback given by staff, students and other stakeholders			Defense for student’ rights		
	Time and stress management, very important for prioritizing the tasks and organize time in a way that allows him to put his thoughts into the right order.			Actions in an open and transparent manner, ensuring equity between staff, students and community		
	Acknowledge of strengths and weaknesses			Support a personal code of ethics, that tries to follow in each decision without be unjust to anyone		
	Reflection of actions and decisions and revision where is needed. This competence help leader to improve and admit mistakes.					

A leader has to become a role model for others in ethical behavior and use techniques for self-assessment. These competences are needed when leaders follow managerial, distributed and transactional school leadership models. Firstly, leaders themselves have to manage and deal with external pressures and under performance. So, the keys to face these difficulties in transactional leadership model are self-confidence and experience. To become better, leaders try to assess themselves with concrete and effective methods and manage activities and learning processes with their own way. Hence, to succeed and take the organization a step further, leaders have to follow a personal code of ethics and try not to offend anyone. The principals who act in the managerial way of leadership take care of the contextual factors, such as philosophical and cultural values. Nevertheless, distributing the responsibilities does not change their support in to their personal values that include the modeling and promotion of respect and the staff's motivation to follow their example. Finally, it has to be noticed that transformational leadership theory conceptualizes the role of the leader as it emphasizes in emotions and values and turning events significant for followers.

The school leader must motivate himself continuously for professional action. He needs to be aware of his personal characteristics that could lead him in development and success. These are communication skills, optimism, responsibility, reliability, accountability, decision-making skills, entrepreneurship, autonomy, consciousness, authenticity, creativity and political awareness. Leaders should **assess** often **themselves** in these features, collecting data either from their point of view or from feedback given by staff, students and other stakeholders. Knowing themselves, their strengths and weaknesses, they use the most appropriate means of managing the school organization, the time and stress. Reflecting the actions and decisions that have taken during their leadership, they decide which were wrong or right and they revise them. They try to improve their weakness and maintain their strong parts of their personality. Doing that, educational leaders could develop mutual trust between them and staff members and expand this trust through all school community members. Leaders recognize how their emotions and moods affect the school and adapt accordingly. They make clear also to others what is expected from them. As a result of their personal success, they become more self-confident and are more capable to accomplish tasks and actions that reflect this confidence. Beyond their personality traits, they try to renew their pool of knowledge and stay aware of any new trends and studies.

Closing this very significant domain, it could not be missed the factor of **ethics**. Competences related to integrity and justice are obsolete in school leadership. Leaders should become role models of fair decisions and professional ethics. In the multicultural schools, educational leaders must defend for their student' rights and be responsible for appropriate social interactions. They place students in the heart of education and act in an open and transparent

manner, ensuring equity. Above all, leaders should behave in an integrated and honest manner and model high standards of ethics.

This cluster of competences concerns the capability of the school leader to control himself and keep abreast of the latest pedagogical and methodological developments. Additionally, describes the competence of recognizing strengths and limitations of own style of leadership and taking personal initiative. School leaders communicate effectively and show deep commitment to the education and development of students, teachers and themselves and stay coherent and consistent to their actions and statements.

5.2.4 Leading the external processes of the school organization

*Table 20: Summary of the competences of “Leading the external processes of the school organization”*

Domain	Leading the external processes of the school organization					
Competence areas/ Related Frameworks/Related School Leadership Models	Bonding school organization with the community	CF_2,4,7,8,10,12-15	M3,4,8	School organization’s consistency with local, district and state educational policies	CF_2-4,8,10,13,14	M1,2,4-6
Competences	Try for best relationships with families, non-profit organizations and other stakeholders			Collaboration with the district and local leaders		
	Model communication and collaboration skills			Public policies support		
	Respect the language, cultural, regional diversity of the families and community groups,			Reassuring that the school operates consistently within the parameters of federal, state, and local laws, policies and regulations requirements		
	Equal treatment to community members			Openness to constructive public conversations and advice about how to improve student learning and achievement		
	Let community take part in school decision-making by setting the limits			Staff assistance in monitoring and assessment of all the operations		

	Active listening and empathy to staff, students and families	Network development and strategic relationship building to achieve common mission
	Provide community support services for all students, such as internship programs, scholarships, in-home assistance to families in need etc.	Efficient and effective management of school finances
	Provide appropriate space in the buildings for students with disabilities	Establishment of efficient economical and administrative systems
	Advocate for community's policies and resources	
	Social share of students' achievements	
	Students' rights defense	

The last two but not least competence areas concern the external processes the school leader needs to care about and specifically the community bonding with the school organization and the consistency with local, district and state educational policies. This means that, in order to meet the goals of the school, the leader has to maintain the operation functions in legal framework and ensure the efficient and effective management of school finances. Additionally, leaders are responsible for hiring and managing qualified personnel and establish efficient economical and administrative systems and to know how to delegate authority and how to analyze tasks. It is crucial for the educational leaders to collaborate with external partners and they are able to work with systems within the community, region and the ministry of education. This concern for the external school organization is met in instructional, managerial, executive, distributed, transactional and technology leaders. The first ones are more concerned with financial management, human resource management, and policy issues. The managerial leaders in order to contribute to staff development and provide direct support to teachers inside and outside the classroom they need to focus on monitoring compliance with federal regulations. Additionally, the competences described below match with executive leadership model because executive principals have to be able to cope with a wide variety of challenges and demands, such as dealing with employees and community that may be hostile or unconvinced. Of course, it could not be missed the match with distributed leadership model, since the leadership is shared among the principal, teachers, administrators, youth or other program and service providers and concentrate on school improvement. So they have to take care of good relationships bonding with community and government. Furthermore, it has to be mentioned that transactional leaders need to justify their actions to governmental agencies and when they are pressured by externals or politics. Finally, a technology committee of teachers, administrators, parents, and students is created by technology leaders and develops a mission statement for technology use, oversees the technology budget, identifies the technology needs, and plans workshops and training around technology concerning the staff.

As far as the **bonding with the community**, leaders try to accomplish the best relationships with families, non-profit organizations and other stakeholders by modeling communication and collaboration skills, respecting the diversity of the families and community groups and treating the community members equally. They need to understand that community expects to take part in school decision-making so everybody is accountable to that. Through this exchange of multiple points of view, effective strategies in teaching and learning could be developed. Furthermore, leaders are accountable for providing community support services for all students, such as health care, appropriate space in the buildings for students with disabilities and advocate for community's policies and resources. Community members

would be proud if students' achievements shared in media, especially when the cultural, ethnic and language diversity is highlighted. Competent school leaders defend for their students' rights, listen to them carefully and show empathy for his staff as well. All these partnerships should drive into support of the common vision by the private sector and non-profit organizations.

Besides the community bonding, school leaders need to care about the **social, economic and legal operation of the institution**. This means that they should be competent to collaborate with the district and the local leaders and support public policies. Additionally, leaders' work is to reassure that the school operates consistently within the laws, policies and regulations requirements in a federal, state, and local level. Nevertheless, this collaboration should not follow one way but leaders have to be also open constructive public conversations and advice about how to improve student learning and achievement. Of course, monitoring and assessment of all these operations are difficult, so is demanding the assistance by his staff, which is well-informed for laws and policies as well. Leaders must be able to develop networks and build strategic relationships to achieve the common mission.

Concluding, educational leaders try to develop appropriate systems, bring projects to completion and manage financial and material resources efficiently in order to meet the learning goals. They care about the public image of the school and act in a way that maintains and promote this positive public image. To accomplish all these personal goals they have to follow the common guidelines that appertain in the legal framework of the country. School leaders establish communication that engages partners in and out of the school community, organizations, families and local leaders.



**Table 21:** Summary table of meta-framework

Domains	Leading the internal processes of the school organization			Leading the staff and students			Leading self		Leading the external processes of the school organization	
Competence Areas	Development and communication a common vision	Technology literacy	Curriculum and assessment design	Staff's professional and personal development	Student's performance monitoring and development	Problem solving- and decision-making	Self-assessment	Ethical consistency	Bonding school organization with the community	School organization's consistency with local, district and state educational policies
Related Frameworks	CF_1-15	CF_1-3,6-10,13,15	CF_1-5,12,13,15	CF_1-15	CF_1-15	CF_1-5,8,10-15	CF_3-7,9-15	CF_2-3,6,7,9,10,12-14	CF_2,4,7,8,10,12-15	CF_2-4,8,10,13,14
Related School Leadership Models	M3-5	M6,8	M1,2,4,8	M1,2,4,5,8	M1,4,7	M1,2,4-6	M6,8	M2,4,5,8	M3,4,8	M1,2,4-6
Number of competences	11	6	7	24	17	14	6	5	12	8

## Chapter 6: Conclusions

In this thesis, a systematic literature review was performed in order to locate and analyze school leadership models and competence frameworks proposed in the literature. The final result was a new meta-framework which summarized, coordinated and designated the relations between the main domains/areas, the competence areas and the specific competences of school leaders with the leadership models.

Developing the present literature review, some basic results developed. It is obvious that there is a variety of school leadership models of K-12, which outline the dimensions that comprise the concept of school leadership. Beginning with this canvas, they need to develop clusters of competences which concern the management of the school as organizations, of their staff and of themselves. Usually, there are not competences that fit only in one model of school leadership. As it was described above, the school leadership models that are fit in many competence areas are the instructional, distributed, transformational and technology. The first one mainly gathers features such as curriculum design and assessment methods, leading techniques for staff and students and keeping school organization's consistency with local, district and state educational policies. The distributed model describes many contributors to leadership, so it is more common for leading the internal and the external processes of the school, such as guiding to the common vision, support their personal ethics and bond the school with the community. The transformational model provides the necessary framework for the leaders to set with their colleagues' common goals and give the best of themselves to achieve them, maintain their integrity and keep a good profile in the community. Finally, in the digital era, where school leaders have to develop and instruct their staff, it could not be missed the development technology competences. Technology infrastructure, classes of informational technology, continuous social sharing in media, demand awareness of the latest trends as well as professional development through workshops.

The Thesis presented a holistic depiction of the existing competence needs of school leaders, as well as the relevant theoretical models that support these competences. The study would be taken a step further if in the future research could focus on finding tools and methods that simplify the combination of leadership models and frameworks, such as data tables which anytime a new school leadership model was added, should be matched automatically with competences. Otherwise, it would be useful all the competence areas and specific competences are gathered in a pool which is renewable and every school leader has the potential to choose whichever want to develop and adapt to his personal leadership style.

## References

Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., & Fooi, F. S. (2009). Technology and school leadership. *Technology, Pedagogy and Education*, 18(2), 235-248

AITSL (Australian Institute for Teaching and School Leadership) (2014). *The Australian Professional Standard for Principals*. Retrieved January 2, 2016 by <http://www.aitsl.edu.au/australian-professional-standard-for-principals>.

Ali, F. and Botha, N. 2006. *Evaluating the role, importance and effectiveness of heads of department in contributing to school improvement in public secondary schools in Gauteng*. Johannesburg: MGSLG.

Anderson, R. E., & Dexter, S. L. (2000). School technology leadership: Incidence and impact.

Anderson-Butcher, D., Lawson, H. A., Bean, J., Flaspohler, P., Boone, B., & Kwiatkowski, A. (2008). Community collaboration to improve schools: Introducing a new model from Ohio. *Children & Schools*, 30(3), 161-172.

Antonakis, J., & House, R. J. (2002). An analysis of the full-range leadership theory: The way forward. In Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and policy in schools*, 4(3), 177-199.

Attaran, M., & Vanlaar, I. (2001). Managing the use of school technology: An eight step guide for administrators. *Journal of Management Development*, 20(5), 393–401.

Baloğlu, N. (2011). Distributed Leadership: A leadership Approach that Needs to be Taken into Consideration at Schools. In Göksoy, S. (2015). Distributed Leadership in Educational Institutions. *Journal of Education and Training Studies*, 3(4), 110-118.

Bass, B. M. (1995). Theory of transformational leadership redux. *The Leadership Quarterly*, 6(4), 463–478.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology Press.

Beare, H., Caldwell, B., and Millikan, R. (1992). *Creating an Excellent School*. London: Routledge.

Bennett, N., Wise, C., Woods, P., & Harvey, J. (2003). *Distributed leadership: Full report*. UK: National College for School Leadership.

Blase, J. & Blase, J. (1998). *Handbook of Instructional Leadership: how really good principals promote teaching and learning*. Thousand Oaks: Corwin Press.

Bocconi, S., Kampylis, P., & Punie, Y. (2012). *Innovating Learning: Key Elements for Developing Creative Classrooms in Europe*. Seville: European Commission - Joint Research Center – Institute for Prospective Technological Studies. [online] Retrieved March 31, 2016 by <http://ftp.jrc.es/EURdoc/JRC72278.pdf>.

Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed leadership in higher education. *Educational Management Administration and Leadership*, 37(2), 257-277.

Brereton, P., Kitchenham, B. A., Budgen, D., Turner, M., & Khalil, M. (2007). Lessons from applying the systematic literature review process within the software engineering domain. *Journal of systems and software*, 80(4), 571-583.

Brighouse, T. (2004). *A Model of School Leadership in Challenging Urban Environments*. Nottingham: NCSL.

Brooks-Young, S. (2002). *Making technology standards work for you: A guide for school administrators*. ISTE.

Brough, J. (2013). *Building Effective Collaborative Leadership: Some Practicalities*. Retrieved December 24, 2015 by [http://www.nassp.org/tabid/3788/default.aspx?topic=Building\\_Effective\\_Collaborative\\_Leadership\\_Some\\_Practicalities](http://www.nassp.org/tabid/3788/default.aspx?topic=Building_Effective_Collaborative_Leadership_Some_Practicalities).

Brown, B. (2009). Technology Leadership: Definition of Educational Technology. Technology Leadership. Blog. Retrieved January 2, 2016, from by <http://bbrowntechnology.blogspot.com/2009/07/definition-of-educational-technology.html>.

BSPVPA (British Columbia Principals' & Vice-Principals' Association) (2013). *Leadership Standards for Principals and Vice-Principals in British Columbia*. Retrieved December 31, 2015 by <http://www.bcpvpa.bc.ca/downloads/pdf/Standardsfinal.pdf>.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Bush, T. (2003). *Theories of educational leadership and management*. Sage.

Bush, T. and Heystek, J. (2006). School leadership and management in South Africa: Principals' perceptions. In Bush, T. (Eds.), *Instructional leadership and leadership for learning: global and South African perspectives*, *Education as Change*, 7(1), 5-20.

Bush, T., & Glover, D. (2009). *Managing teaching and learning: A concept paper*. Johannesburg: MGSLG.

Bush, T., & Glover, D. (2014). School leadership models: what do we know? *School Leadership & Management*, 34(5), 553-571.

Byrom, E., & Bingham, M. (2001). *Factors influencing the effective use of technology for teaching and learning: Lessons learned from the SEIR-TEC intensive site schools*

California School Leadership Academy (2004). *California Professional Standards for Educational Leaders*.

Calderón, A., & Ruiz, M. (2015). A systematic literature review on serious games evaluation: An application to software project management. *Computers & Education*, 87, 396-422.

CCSSO (Council of Chief State School Officers) (2014). *Interstate School Leaders Licensure Consortium Standards*. Retrieved December 31, 2015 by [http://blogs.edweek.org/edweek/District\\_Dossier/Draft%202014%20ISLLC%20Standards%2009102014.pdf](http://blogs.edweek.org/edweek/District_Dossier/Draft%202014%20ISLLC%20Standards%2009102014.pdf).

Charles, C. M., Senter, G. W., & Barr, K. B. (1996). *Building Classroom Discipline*. Fifth Edition. USA: Longman Publishers.

Chicago Public Education Fund (2008). *School Turnaround Leaders: Competences for success*. Retrieved December 31, 2015 by [http://www.publicimpact.com/publications/Turnaround\\_Leader\\_Competences.pdf](http://www.publicimpact.com/publications/Turnaround_Leader_Competences.pdf).

Ciulla, J. B. (2004). Ethics, the heart of leadership (2nd Ed.). In Brown, M. E., & Treviño, L. K., (2006). Ethical leadership: A review and future directions. *The leadership quarterly*, 7(6), 595-616.

Costello, R. W. (1997). The leadership role in making the technology connection. *T.H.E. Journal (Technological Horizons In Education)*, 25(4), 58.

Cradler, J. (1996). *Implementing technology in education: Recent findings from research and evaluation studies*. Retrieved December 12, 2015, by <http://neuage.org/portfolio/SilverDrive/more/implementingTechnology.htm>.

Davidoff S & Lazarus S. (1997). *The learning school: An organization development approach*. Kenwyn: Juta.

Day, C., & Harris, A. (2003). Teacher leadership, reflective practice, and school improvement. In K. Leithwood & P. Hallinger (Eds.), *International handbook of educational leadership and administration* (2nd ed.). Boston: Kluwer, 724–749.

DPS (Denver Public Schools) (2012-13). *School Leadership Framework* . Retrieved January 5, 2016 by <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Recent-Leader-Standards.pdf>.

Elmore, R.F. 2000. Building a new structure for school leadership. In Park, V., & Datnow, A. (2009). Co-constructing distributed leadership: District and school connections in data-driven decision-making. *School leadership and Management*, 29(5), 477-494.

English, F. W. (2003). The postmodern challenge to the theory and practice of educational administration. In Skinner, D. A. (2008). Without Limits: Breaking the Rules with Postmodernism to Improve Educational Practices in Order to Best Serve Students. *Online Submission*, 25(4).

Flanagan, L., & Jacobsen, M. (2003). Technology leadership for the twenty-first century principal. *Journal of educational administration*, 41(2), 124-142.

Fullan, M. (2004). Leadership across the system. *Insight*, 61, 14-17.

Göksoy, S. (2015). Distributed Leadership in Educational Institutions. *Journal of Education and Training Studies*, 3(4), 110-118.

Greany, T. (2015). System leadership and the self-improving school system: current developments and the future policy landscape. *Proceedings of ASCL Annual Conference*, March.

Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13(4), 423–45.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.

Hallinger, P. (2009). *Leadership for 21st century schools: From instructional leadership to leadership for learning*.

Hallinger, P. and Heck, R. (1999). Can leadership enhance school effectiveness? In Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (eds.), *Educational management, redefining theory, policy and practice*. London: Paul Chapman.

Hargreaves, D. H. (2010). Leading a self-improving school system. NSCL.

Harris A. (2004) Distributed leadership and school improvement: leading or misleading? *Educational Management Administration & Leadership*, 32(1): 11–24.

Heck, R. H., & Marcoulides, G. A. (1996). School culture and performance: Testing the invariance of an organizational model. *School Effectiveness and School Improvement*, 7(1), 76–95.

Hoy, W. K., & Miskel, G. C. (2012). Educational Administration, Theory, Research and Practice. In Göksoy, S. (2015). Distributed Leadership in Educational Institutions. *Journal of Education and Training Studies*, 3(4), 110-118.

Ifenthaler, D., & Widanapathirana, C. (2014). Development and validation of a learning analytics framework: Two case studies using support vector machines. *Technology, Knowledge and Learning*, 19(1-2), 221-240.

Impact, P. (2008). *School turnaround leaders: Competences for success*. Chapel Hill, NC: Public Education Fund.

ISTE (International Society for Technology in Education) (2009). *Standards for Administrators*.

Kaufman, T. E., Graham, C. R., Picciano, A. G., Popham, J. A., & Wiley, D. (2014). Data-driven decision making in the K-12 classroom. In J.M., Spector, M.D., Merrill, J., Elen, & M.J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 337-346). Springer New York.

Keele, S. (2007). Guidelines for performing systematic literature reviews in software engineering. In *Technical report*, Ver. 2.3 EBSE Technical Report. EBSE.

Keough, T., & Tobin, B. (2001). Postmodern leadership and the policy lexicon: From theory, proxy to practice. *Proceedings of Pan-Canadian Education Research Agenda Symposium*, Laval University, Quebec City, May 22-23, 2001.

Kruger, A. G. (2003). Instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools. *South African Journal of Education*, 23(3), 206-211.

Leading Educators (2015). *Teacher Leader Competency Framework*.

Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*. Nottingham: National College for School Leadership.

Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.

Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and policy in schools*, 4(3), 177-199.

Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. (2006). Seven strong claims about successful school leadership. In Bush, T. (Eds.), *Instructional leadership and leadership for learning: global and South African perspectives*, *Education as Change*, 7(1), 5-20.

Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Philadelphia: Open University Press.

Levin, B. (2012). System-wide improvement in education. *Education Policy Series*, 13.

Linn, G. B. (2011). A (super) heroic vision of leader self. *Journal of Leadership Education*, 10(2), 172-178.

Liou, Y., Grigg, J., & Halverson, R. (2014). Leadership and the Design of Data-Driven Professional Networks in Schools. *Journal of Educational Leadership and Management*, 2(1), 29-73.

MacBeath, J. and Dempster, N. (2009). *Connecting leadership and learning principles for practice*. London: Routledge.

MacNeill, N., & Silcox, S. (2003). Pedagogic leadership: putting professional agency back into learning and teaching, *Curriculum & Leadership Journal*.



Mandinach, E. (2012). A Perfect Time for Data Use: Using Data-Driven Decision Making to Inform Practice. *Educational Psychologist*, 47(2), 71–85.

Maxwell, J. C. (1998). The Winning Attitude. Developing the Leaders Around You. Becoming a Person of Influence. In Keough, T., & Tobin, B. (2001). Postmodern leadership and the policy lexicon: From theory, proxy to practice. Proceedings of Pan-Canadian Education Research Agenda Symposium, Laval University, Quebec City, May 22-23, 2001.

McLeskey, J., & Waldron, N. (2000). Inclusive education in action: Making differences ordinary. In Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.

Murphy, J. & Hallinger, P. (1992) The principal in an era of transformation. *Journal of Educational Administration*, 30(3), 77–88.

Murthy, P. (n.d.). *Ethical Leadership in Education*.

Mwawasi, F. (2014). Technology leadership and ICT use: Strategies for Capacity Building for ICT integration. *Journal of Learning for Development*, 1(2).

Myers, E. & Murphy, J. (1995). Suburban secondary school principals: perceptions of administrative control in schools. *Journal of Educational Administration*, 33(9), 14-37.

National College for School Leadership (NCSL) (2011). *National Professional Qualification for Headship competency framework*.

National College for School Leadership, (2003). *School Leadership: Concepts and Evidence*.

-- (2004). *Distributed Leadership in Action: Full report*.

-- (2005). *Annual report and accounts 2004/05*.

-- (2010). *Executive heads-Full report*.

NCWWI (National Child Welfare Workforce Institute) (2011). *Leadership Competency Framework*.

New York City Department of Education (n.d.). *School Leadership Competences*.

OECD (2012). Preparing Teachers and Developing School Leaders for the 21<sup>st</sup> Century: Lessons from around the World. OECD Publishing.

OECD (2013). *Leadership for 21st Century Learning*. Educational Research and Innovation. OECD Publishing, Paris.

North Carolina State Board of Education (2006). *Standards for School Administrators*.

Pelavin Research Institute (1997). *Investing in School Technology: Strategies to Meet the Funding Challenge*. Report prepared for the U.S. Department of Education.

Ross, J. (2004). Effects on early literacy achievement of running records assessment: Results of a controlled experiment. *Proceedings of the annual meeting of the American Educational Research Association*. San Diego, April, 2004.

Sagie, A., Zaidman, N., Amichai-Hamburger, Y., Te'eni, D., & Schwartz, D. G. (2002). An empirical assessment of the loose-tight leadership model: quantitative and qualitative analyses. *Journal of Organizational Behavior*, 23(3), 303-320.

Sahin, S. (2004). The Relationship between Transformational and Transactional Leadership Styles of School Principals and School Culture (The case of Izmir, Turkey). *Educational Sciences: Theory & Practice*, 4(2), 387-395.

Sampson, D., & Fytros, D. (2008). Competence models in technology-enhanced competence-based learning. In *Handbook on information technologies for education and training* (pp. 155-177). Springer Berlin Heidelberg.

Schiller, J. (2003). Working with ICT perceptions of Australian principals. *Journal of Educational Administration*, 41(2), 171-185.

Schratz, M. (2013). *The art and science of leading a school: Central5: a Central European view on competencies for school leaders; final report of the project: International co-operation for school leadership involving Austria, the Czech Republic, Hungary, Slovakia, Slovenia, Sweden*. N. Révai (Ed.). Tempus Public Foundation.

Skinner, D. A. (2008). Without Limits: Breaking the Rules with Postmodernism to Improve Educational Practices in Order to Best Serve Students. *Online Submission*, 25(4).

Smith, P., & Bell, L. (2011). Transactional and transformational leadership in schools in challenging circumstances: A policy paradox. *Management in Education*, 25(2), 58-61.

Smyth, W. J. (1980). The principalship and the development of instructional expertise. Unpublished paper. In Yukl, G. (1982). *Managerial Leadership and the Effective Principal*.

Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership and Management*, 22(1), 73–92.

Southworth, G. (2004). Learning-centred leadership. In Bush, T. (Eds.), *Instructional leadership and leadership for learning: global and South African perspectives*, Education as Change, 7(1), 5-20.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational researcher*, 23-28.

TLEC (Teacher Leadership Exploratory Consortium) (2010). *Teacher Leader Model Standards*.

Urban School Leadership Center (2008). *The School Leadership Model*.

Vail, A., & Redick, S. (1993). Predictors of Teacher Leadership Performance of Vocational and Nonvocational Teachers. *Journal of Vocational Education Research*, 18(1), 51-76.

VanSciver, J. H. (1994). Using a Strategic Plan to Promote Technology in Rural School Districts. *NASSP Bulletin*, 78(563), 21-23.

Wilmore, D., & Betz, M. (2000). Information technology and schools: The principal's role. *Educational Technology and Society*.

Woods, P. (2005). *Democratic leadership in education*. Sage.

Woods, P. A. (2004). Democratic leadership: drawing distinctions with distributed leadership. *International journal of Leadership in Education*, 7(1), 3-26.

Yu, H., Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. *Journal of Educational Administration*, 40(4), 368–384.

Yukl, G. (1982). *Managerial Leadership and the Effective Principal*.

Yukl, G. (1989). *Leadership in organizations* (2nd ed.). NJ: Prentice Hall.