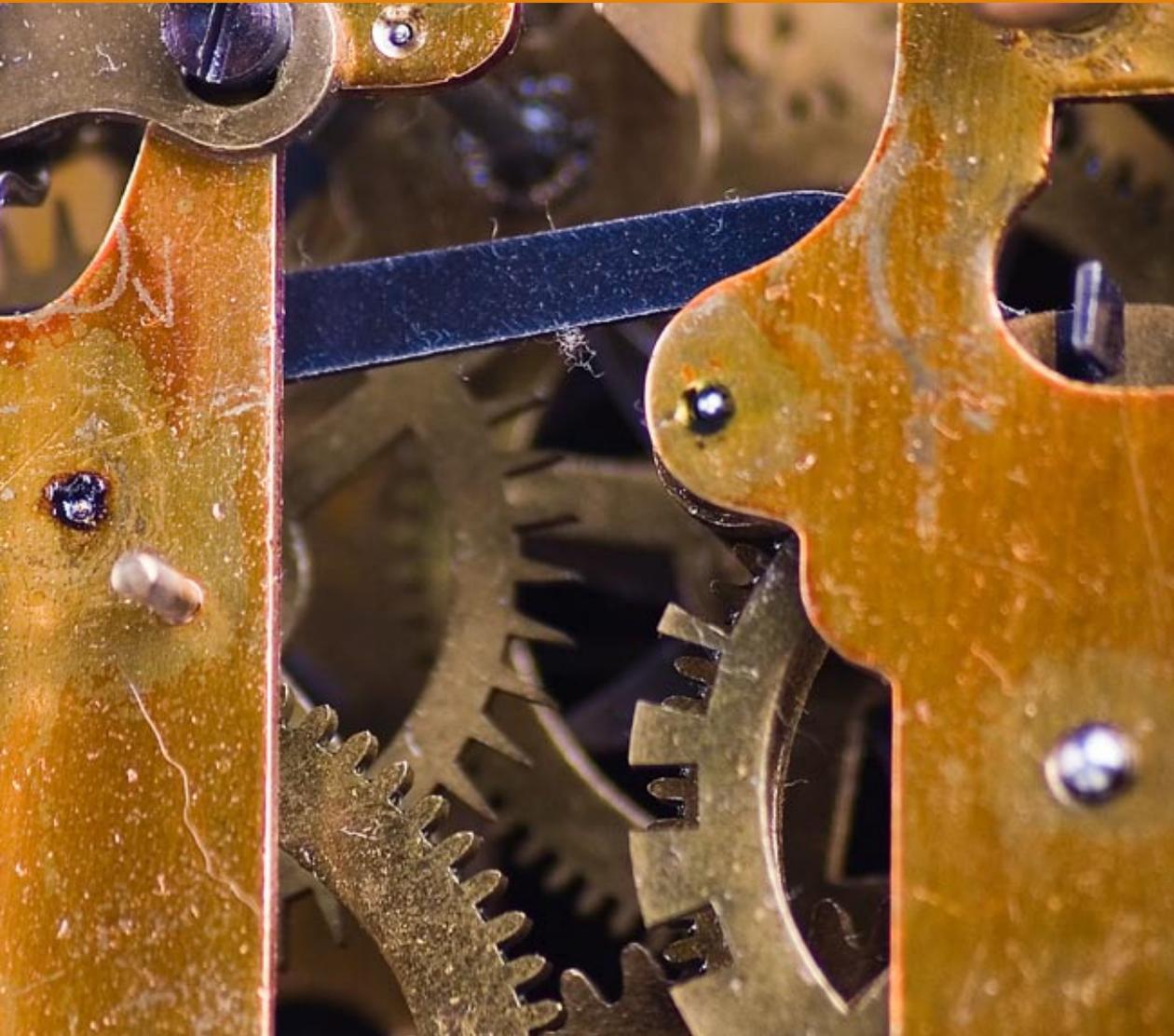


Goals of the National School Leadership Training Programme



Order:

Fritzes kundservice

106 47 Stockholm

Telephone: 08-690 95 76

Telefax: 08-690 95 50

E-mail: skolverket@fritzes.se

Order number: 09:1121

ISBN: 978-91-85545-65-0

Cover photo: Knuts Conny

Grafic produktion: AB Typoform

Print: Davidsons Tryckeri AB

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The Aim of the Training

Head teachers, heads of preschools and assistant heads all play a key role in centrally regulated education that is governed by the curricula. The task is to create a school and preschool of high-quality for everyone where the national goals are achieved and learning is experienced as meaningful, stimulating and secure. The National School Leadership Training Programme aims at providing head teachers, heads of preschools and other school leaders with the knowledge and skills required to be able to manage their responsibilities and achieve the goals set up.

Tasks of the Head Teacher

Head teachers play a crucial role in the implementation of national education. As the pedagogical leader of the school, and head of the teachers and other personnel, the head teacher as laid down in the curricula has overall responsibility for the education. Based on these factors and the conditions provided by the principal organiser, the role of the head teacher together with teachers is to provide structure and content to the work of the school. The head teacher is responsible for the results achieved by the school, and also for follow up and evaluation in relation to the national goals. The Education Act stipulates that the head teacher shall keep abreast of the daily work of the school, and focus in particular on developing the education.

Even though there are no corresponding regulations for preschool heads and assistant head teachers, these two groups also play an important role in bringing about the attainment of goals.

The Head Teacher's Role and Responsibility

In order to fulfil the national assignment, it is important that head teachers have good knowledge of their responsibilities as laid down in the Education Act, the curricula and other regulations. The head teacher must thus understand the responsibility that their professional role entails. The head teacher should also manage the tasks of their school and be fully familiar with both the general, as well as the specific conditions that provide the foundations for work in their own school. One challenge for head teachers, in addition to the requirements of the national school assignment, is combine this with the requirements from the local school organiser in their own school and its development. Head teachers need to understand both their own role and that of the school, share the fundamental values governing how the school works, and be able to transform these values into concrete actions.

These general prerequisites apply to all types of schools. The clearest examples are provided by the laws and ordinances regulating the work of the school. These set out the assignment and the principles under which it is to be implemented. The specific conditions applying to their own school relate to its tradition and history, its working climate, the composition of personnel and pupils, geographic conditions, local political decisions and other conditions.

The task of head teachers requires deep insight into and knowledge about the many different tasks to be carried out in the school. Head teachers also need insight into how the different parts relate to each other and interact. It is both the head teacher's task and responsibility to ensure that the school as a whole functions well.

The position of head teacher requires that they have an overview of the conditions that exist, and use and develop these to ensure that effective pedagogical processes are applied in the school. Head teachers in their work with teachers, other personnel and pupils shall ensure that they all have a deep knowledge of goals, and that results are collected and assessed. The head teacher leads the internal work of the school in order to maintain and develop high-quality.

Contents of the Programme

The work of the head teacher, as set out in the sections on the head teacher's tasks, roles and responsibilities clarify the complexity of the management tasks and functions. The National School Leadership Training Programme aims to provide support for head teachers in carrying out their functions.

The training program covers three areas of knowledge:

- Legislation on schools and the role of exercising the functions of an authority
- Management by goals and objectives
- School leadership

These areas of knowledge are crucial for the practical implementation of school leadership. They are closely linked to each other, and head teachers must be able to manage them simultaneously since they form parts of a complex interacting system.

The area *Legislation on schools and the role of exercising the functions of an authority* covers the provisions laid down in laws and ordinances. Emphasis is also put on how the school's assignment is formulated in the national goals. The knowledge area *Management by objectives and results* covers measures for promoting quality which are required for the school to achieve the national goals of the education, and create the conditions for its development. The knowledge area *School leadership* covers how the work should be managed based on the national tasks of the head teacher and the principles set out in the steering system for bringing about development in line with greater goal attainment.

Scope

The programme is completed when participants have achieved the course requirements of 30 higher education credits with 10 higher education credits in each of the three modules below.

- Legislation on schools and the role of exercising the functions of an authority
- Management by goals and objectives, and
- School leadership

Goals

On completion of the training programme, the head teacher shall have the knowledge and skills required to manage the work of realising the goals of the preschool, leisure time centre, the preschool class, school or adult education, as well as fulfilling the tasks in accordance with the provisions specifically laid down for head teachers in the legislation. This applies to both municipal and independent schools.

AREA OF KNOWLEDGE

Legislation on schools and the role of exercising the functions of an authority

Knowledge and understanding

On completion of the training, the head teacher shall:

- demonstrate good knowledge of the structure of the steering system and the head teacher's tasks in accordance with legislation,
- demonstrate good knowledge of the fundamental values in the legislation concerning schools,
- demonstrate knowledge of the legislation applicable to the school's area of operations,
- demonstrate knowledge of the central elements of school legislation covering:
 - the individual's right to education, and responsibility for the provision of such education,
 - the school's responsibility for ensuring that pupils are given the opportunity to attain the national goals,
 - assessing the child's/pupil's development in relation to the national goals and grading, and also the obligation to provide the child/pupil with remedial support,
 - the child's/pupil's right to a secure environment that is conducive to learning, and also the obligation to ensure that this exists,
- demonstrate knowledge of the requirements for follow up and evaluation of activities and results,
- demonstrate knowledge of international agreements and legislation affecting the area of education.

Skills and abilities

On completion of the training, the head teacher shall:

- demonstrate the ability to apply knowledge of applicable legislation in the school area, as well as making assessments, and
- demonstrate the ability to communicate and apply knowledge of existing legislation in the school area.

Assessment ability and approaches

On completion of the training, the head teacher shall:

- demonstrate the ability to make assessments in the area of school legislation with respect to the legal security of pupils, and relevant scientific, societal and ethical aspects.

AREA OF KNOWLEDGE

Management by goals and objectives

Knowledge and understanding

On completion of the training, the head teacher shall:

- demonstrate good knowledge of the national goals, their background, and the role of the school in society,
- demonstrate good knowledge of the principles of the central regulatory system and their interaction, as well as the conditions governing work in a politically steered organisation,
- demonstrate knowledge of the scientific foundations for follow up and evaluation,
- demonstrate good knowledge of the tools and methods used for analysis and assessing both pupils and the results of various activities,
- demonstrate knowledge of the different methods for quality monitoring and quality development,
- demonstrate knowledge of the conditions affecting pupils' development and learning processes, as well as strategies for promoting these.

Skills and abilities

On completion of the training, the head teacher shall:

- demonstrate good ability to explain the goals of the school, make these clear, and transform them into concrete actions,
- demonstrate good ability to communicate the national goals,
- demonstrate good ability to use different tools and methods to follow up and evaluate results of their own school,
- demonstrate good ability to compile, analyse and interpret the school's results.

Assessment ability and approaches

On completion of the training, the head teacher shall:

- demonstrate good leadership abilities to integrate the school's daily work with pupils' results and development of quality in the school,
- demonstrate the ability to evaluate and communicate the school's results as a basis for further development.

AREA OF KNOWLEDGE

School leadership

Knowledge and understanding

On completion of the training, the head teacher shall:

- demonstrate good knowledge of what typifies the school as a learning organisation,
- demonstrate knowledge of the different theories and principles for organisational development,
- demonstrate good knowledge of the effects of different leadership strategies on the performance of co-workers in order to enhance their development at individual and group levels,
- demonstrate knowledge of the importance of organisational culture in determining processes for bringing about change.

Skills and abilities

On completion of the training, the head teacher shall:

- demonstrate good ability as the head and leader of school personnel in managing and delegating work in order to maximise the learning and development of pupils,
- demonstrate good ability as head and leader to motivate, initiate and manage the school's development processes in a strategic way in order to encourage the interest of school personnel in learning and development,
- develop the ability to manage and resolve conflicts,
- demonstrate the ability to communicate future plans and visions;
- demonstrate good ability to communicate goals and results to pupils in the school, to personnel and parents,
- demonstrate the ability to apply the principle of the equal value of all people.

Assessment ability and approaches

On completion of the training, the head teacher shall:

- demonstrate good ability as a leader to provide explicit focus on the national assignment of the school,
- demonstrate good ability as a leader and provide a democratic model to pupils and personnel by creating an open communicative climate,
- demonstrate ability as a leader clearly emphasising the importance of cooperation,
- demonstrate ability as a leader by involving the participation of pupils and parents in the work of the school,
- demonstrate good ability as a leader by giving appropriate prominence to the values laid down in the school's steering documents.

Examination

The three areas of knowledge will be examined. The higher education institutions providing the training programme are responsible for conducting the examination of the participants, its structure and administration. The grading scale will correspond to that laid down in the Higher Education Ordinance.

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Swedish National Agency for Education

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