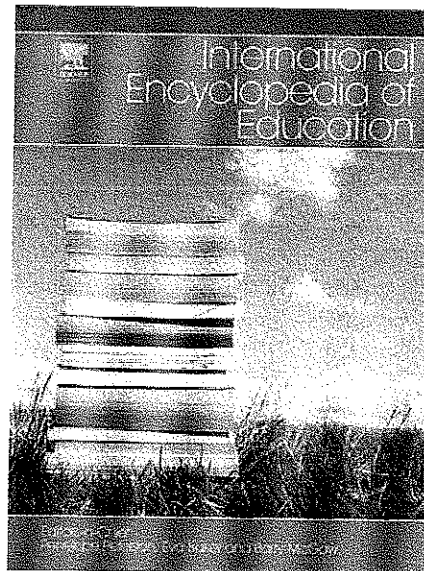


**Provided for non-commercial research and educational use.
Not for reproduction, distribution or commercial use.**

This article was originally published in the *International Encyclopedia of Education* published by Elsevier, and the attached copy is provided by Elsevier for the author's benefit and for the benefit of the author's institution, for non-commercial research and educational use including without limitation use in instruction at your institution, sending it to specific colleagues who you know, and providing a copy to your institution's administrator.



All other uses, reproduction and distribution, including without limitation commercial reprints, selling or licensing copies or access, or posting on open internet sites, your personal or institution's website or repository, are prohibited. For exceptions, permission may be sought for such use through Elsevier's permissions site at:

<http://www.elsevier.com/locate/permissionusematerial>

Huber S G (2010), *New Approaches in Preparing School Leaders*. In: Penelope Peterson, Eva Baker, Barry McGaw, (Editors), *International Encyclopedia of Education*. volume 4, pp. 752-761. Oxford: Elsevier.

Table 1 Overview of current approaches to develop school leaders

<i>Europe</i>
Denmark
Optional offers made by municipalities, universities, and private suppliers without any central framework or delivery system
Sweden
A national preparatory program offered by universities through a basic course plus additional offers by the municipalities
England and Wales
A centrally organized program delivered by regional training centers; combines assessment and training with a competency-based and standards-driven approach; the program is embedded in a three-phase training model
France
A mandatory, centrally designed, intensive, full-time, half-year preparation program with internship attachment for candidates who have successfully passed a competitive selection process; completion guarantees a leadership position on probation (during which further participation in training is required)
Netherlands
A broad variety of different optional preparatory and continuous development programs by different providers (e.g., universities, advisory boards, and school leadership associations) in an education market characterized by diversity and choice
Germany
Courses conducted by the state-run teacher training institute of the respective state, mostly after appointment; differs from state to state in terms of contents, methods, duration, structure, and extent of obligation
Austria
Mandatory centrally designed, modularized courses post-appointment; delivered by the educational institute of each state; required for continued employment after 4 years
Switzerland
Quasi-mandatory, canton-based, modularized programs offered post-appointment; delivered by the respective provider of the canton, most often the teacher training institute, wherein the aim is nationwide accreditation (national standards are currently being developed)
South Tyrol, Italy
A mandatory program for serving school leaders to reach another salary level as becoming <i>Dirigente</i> ; delivered by a government-selected provider that combines central, regional, and small group events with coaching attachment
<i>Asia</i>
Singapore
A mandatory, centrally controlled, preparatory, 9-month, full-time program provided through a university; comprised of seminar modules and school attachments
Hong Kong, China
A centrally designed, mandatory, 9-day, content-based induction course immediately after taking over the leadership position
<i>Australasia</i>
New South Wales, Australia
An optional, modularized, three-phase program offered by the Department for Education; centrally designed, yet conducted decentralized through regional groups; besides, there are offers by independent providers

Continued

Table 1 Continued

New Zealand
A variety of programs with variation in contents, methods, and quality; conducted not only by independent providers, but also by institutes linked to universities; no state guidelines, standards, or conditions for licensure
<i>North America</i>
Ontario, Canada
Mandatory, preparatory, university-based, 1-year, part-time program delivered through several accredited universities following a framework given by the College of Teachers (the self-regulatory body of the profession)
USA:
Washington
New Jersey
California
Mandatory, intensive, preparatory, 1-year, university programs that include extensive internship attachments; programs use a broad variety of instructional methods

Huber (2004)

significant as to represent paradigm shifts. The largest differences are evident in those countries with longer experiences in school leadership development and school leadership research. In the following sections, these trends will be explored (for a full account, see Huber, 2004).

International Trends

Central Quality Assurance and Decentralized Provision of Programs

Provision of development opportunities for school leaders varies broadly across the countries (as shown in **Table 1**). There are different degrees of centralization and decentralization with regard to how much choice prospective participants have over available providers and development programs. Here, the interrelation between the approach to school leader development and the educational policy and school system background is of particular interest. The countries can be categorized in terms of these two dimensions (see **Table 2**).

In some centrally organized school systems (see **Table 2**, cell A), there is a centrally regulated development program. It has a standardized approach and its delivery is centrally organized. The program is mandatory for all school leaders. In contrast, in some decentralized school systems (see **Table 2**, cell D), there are a variety of programs offered by competing providers. The choice of which program(s) to attend is up to the individual (aspiring) school leader. Here, the governments abstain from any regulation or control of professional development. Countries with a predominantly centralized school system and with an entrepreneurial approach to school leader development could – not too much surprisingly – not to be found in the study.

Hence, research-based training concepts are realized. This connection requires partnerships between the individuals working at schools and those who research and study schools. This will more effectively link the work carried out in both areas. Mutual respect and collaboration between both groups are essential for this to occur.

Preparatory Qualification

Effective school leadership requires a demanding set of attitudes, attributes, skills, knowledge, and understanding. Thorough training and development, starting with appropriate preparation prior to assuming the position, has been recognized as undoubtedly vital. Hence, in many countries, development opportunities are scheduled before taking over school leadership. Preservice preparation is offered instead of relying solely on in-service training. Moreover, these programs differ as to whether they are optional or mandatory (see Table 3).

In countries that have mandatory preparation (see Table 3, cell A), taking part in the program is an

Table 3 Timing in participants' career and nature of participation

	Preparatory		Induction	
Mandatory	A	Ontario, Canada; USA; France; Singapore	B	Germany ^a ; Austria; Switzerland ^a ; South Tyrol; Hong Kong
Optional	C	England and Wales; Netherlands; NSW, Australia; New Zealand	D	Denmark; Sweden; Germany ^a ; Switzerland ^a

^aDouble listing due to differences in the approaches of the German Laender or Swiss Kantone.

important selection criterion for future employment as a school leader.

In countries where preparation programs are optional (see Table 3, cell C), there is a tendency among employing bodies toward expecting some preparation for the position. An alternative trend finds the provision of in-service training immediately after appointment and before taking over the leadership position.

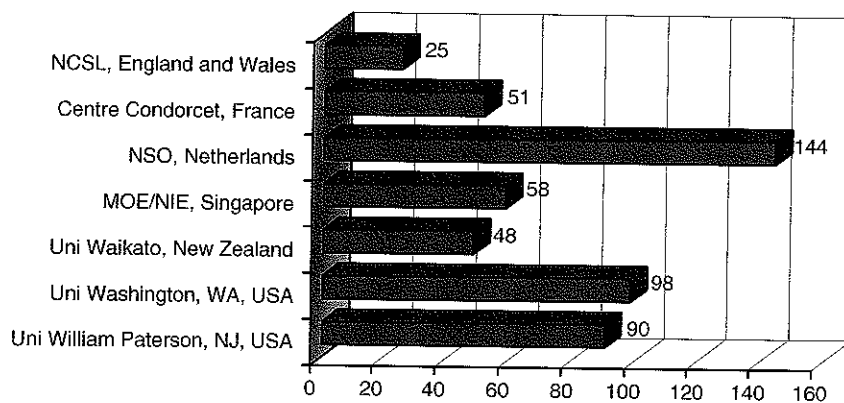
Extensive and Comprehensive Programs

Taking the school leaders' role seriously and regarding school leadership as a profession have implications concerning the extent of training and development provision for school leaders. In some countries, the school leader is no longer seen as *primus inter pares*, as being a teacher with only a few additional responsibilities. Hence, some development programs have become quite time consuming, comprising around 100 or more course days.

By way of illustration, some examples are given here from North America, Europe, Asia, and Australia/New Zealand (see Table 4). It is important to mention that all of the programs listed here are preparatory, which means that they all take place before appointment (except the offer from the Netherlands, which may also be attended after appointment). This suggests the increasing recognition of school leader professionalization.

While Table 4 indicates only the number of course days, the real demands on the time of the participants are apparent when we consider that beyond contact time there is other time committed to preparation. Additionally, activities include individual study time for readings and writing assignments, time for internships or school-based projects, and the documentation of one's progress and reflection by writing a learning journal to mention but a few examples.

Table 4 Length of school leader preparation programs (contact time)



motivation, collaboration, collegiality, and cooperation are essential parts of all programs. Internationally, there is the recognition that understanding and effectively using these topics is essential for one to become a successful school leader.

Communication and cooperation, as essential components in leadership development programs, also play an important role as far as the methods applied in those programs are concerned. Realizing that learning processes that take place in groups provides participants with better opportunities for experiential learning, more programs are moving in the direction of small- and large-group interaction. The aim then becomes one of creating reflective practitioners and this will intensify the teaching-learning experiences. In addition to traditional seminars, collegial learning – learning together with other colleagues – is being realized through a variety of strategies, including peer-assisted learning, peer coaching, critical partnerships, acquiring knowledge from experienced peers by shadowing, or through mentoring programs or collegial networks (professional learning communities) that were created (e.g., as a result of experiences from the cohorts that existed during other training programs). When one uses these strategies, learning evolves through mutual reflection and problem-solving processes; it is about learning with and from colleagues.

From Administration and Maintenance to Leadership for Improvement

Schools are more and more viewed systemically as learning organizations, each with their own specific conditions, rules, and cultures. Consequently, leading schools entails developing learning organizations (see Senge, 1990; Fullan, 1993, 1995). Hence, the overall focus is not on managing schools with an emphasis on maintenance, but has shifted to a focus on leadership for improvement.

The central task of school leadership is the continuous improvement of the school in cooperation with all stakeholders and agents. This is mirrored in the choice of contents and methods of development programs, which take into account that school leaders must be educational leaders and that is about initiating, supporting, and sustaining substantive and lasting change as well as continuous improvement in schools for the benefit of pupils. Communication and cooperation, school development and staff development, and evaluation and quality assurance play an important part. The focus is then on a collaborative and collegial style of leadership.

Qualifying Teams and Developing the Leadership Capacity of Schools

The conceptualization of school as a learning organization increasingly shifts the focus away from the development of the individual school leader to the development

of each individual school's leadership capacity. In consequence, the school leadership development program becomes a means of school development. With this in mind, some providers now explicitly focus not only on (aspiring) school leaders, but also on teachers who want to enhance their leadership competencies even if they are not planning to apply for school leader positions. A few programs even target whole school leadership teams, and may include parent and community representatives.

As an additional note, this new focus on developing team leadership capacity has interesting implications for program contents. When a program focuses on a team, development activities must become even more contextualized: it is no longer context-free training, but context-specific applied development.

From Knowledge Acquisition to the Creation and Development of Knowledge

When rapid social and economic change and changes in the educational system are coupled with a global increase in information production, it is insufficient for programs to focus solely on enlarging the quantity of leaders' knowledge. The qualification must prepare for an unknown future environment. This suggests yet another paradigm shift. It is a shift away from imparting a stable knowledge base and toward the development of procedural knowledge that can be applied. The notion of acquiring knowledge is being replaced by the concepts of developing or creating knowledge and by information management. The participants will enhance their ability to learn, understand cognitive processes, and achieve what is referred to as conceptual literacy (see Giroux, 1988). They have to be enabled to act in a complex, sometimes chaotic, work environment (see Murphy, 1992).

Needs-, Experience-, and Application Orientation

There is consensus that delivery methods must address the learning needs and competences of adult learners. Hence, fundamental andragogic principles must be taken into account. This reflects the belief that new knowledge is built on previous experiences and the knowledge of the adult learners. Adults bring personal and professional experiences, prior knowledge, and their own personal ways of seeing themselves to bear on the learning process to a greater degree than children (see Siebert, 1996). Themes that cannot be linked to previously existing cognitive systems are often quickly forgotten. The reality and the experiences of the participants, their needs and problems, should therefore become the starting point of new learning. Consequently, methods of learning tend to favor a problem-centered rather than theme-centered approach. According to Gruber (2000), gaining experience for professional competences means learning in complex

School leader development has to take this into account. Consequently, some of the development programs relate to new and quite specific leadership conceptions.

As schools are no longer seen as static systems, conception such as transformational leadership, are becoming more popular. Transformational leaders view school as a culturally independent organism that is able to develop. Hence, they exercise an active influence on the culture of the school. They are expected not only to manage structures and tasks, but also to concentrate on people and their interpersonal relationships. They make an effort to win their cooperation and commitment. Leadership of this type is considered more suitable for the tasks of school development (see Leithwood, 1992).

If school is to become a learning organization, this implies the active empowerment and cooperative commitment of all stakeholders and agents. Then, the previous division between the positions of teachers on the one hand and learners on the other hand cannot be maintained; nor can the division between leaders and followers. Leadership is no longer statically linked to the hierarchical status of an individual person, but empowers as many staff members as possible as partners in various parts. This is conceptualized by the notion of posttransformational leadership (see Jackson and West, 1999).

Another concept, for example, is integral leadership. It views school leaders primarily as leaders with genuinely educational tasks and emphasizes an integrating perspective, which overcomes the divide of management and leadership for the sake of the educational aims of schools (see Imants and de Jong, 1999).

Instructional leadership is another model cited very often (see, for example, de Bevoise, 1984; Hallinger and Murphy, 1985). This leadership concept focuses most on those aspects of school leadership actions that concern the learning progress of the pupils. They include management-oriented as well as leadership-oriented activities such as a suitable application of resources for teaching, agreeing upon goals, and promoting cooperative relationships between staff (e.g., preparing lessons cooperatively), but, especially, the evaluation and counseling of teachers during lessons through classroom observation, structured feedback, and coaching (see Hallinger, 2003).

Moreover, we can see concepts such as organizational-educational management and leadership (Rosenbusch, 2005; Huber, 2004), moral or democratic leadership (mainly in Europe), and, as a more eclectic model, integrative leadership (see Huber, 2004; Huber and Moos, 2007).

Orientation toward the School's Core Purpose

School leadership development programs are more strongly oriented toward the schools' core purpose, namely teaching and learning, and the specific aims of schools within society today and in the future.

The idea of school as an administered addition of lessons, as the lowest unit in the school system's hierarchy is no longer up to date. Many changes in the school system have occurred in recent years, even in the more centralized school systems. Therefore, it would be quite important to make the aims of school in society and possible goals of schools of the future as central themes in the program. These should then be discussed by the participants and adapted into their thinking framework for aligning their action to these goals.

These reflections on leadership activities, the school, its role, and function are explicitly made in some countries. Increasingly, there is more conceptual elaboration of the aims toward which schools are to be developed. The aims of school leader development programs should answer questions such as these: What is school and schooling about? What is leadership and management about? What is the core purpose and what should be the aims? What kind of training and development opportunities are therefore needed to prepare and support (aspiring) school leaders in adjusting their perspectives, conceptualizing their role and function, developing the necessary competences, and mastering the manifold tasks within the individual school in order to provide conditions and support staff so that effective and efficient teaching and learning take place for the sake of the pupils?

This multilevel adjustment of aims should be essential designing, implementing, and evaluating school leadership development programs and should shape the programs with regard to contents, methods, patterns in terms of timetabling, etc. (see Huber, 2004).

Conclusion

A comparison of school leader development programs gives a dominant impression of global approaches and shifts. What can be clearly stated about school leader development from this international perspective is that there have been many changes during the last years in many countries. In other countries, this process has just started. School leadership and leadership development are high on the agenda of educational policymakers.

Obviously, many of the countries that have enhanced their leadership development programs have increasingly focused on linking leadership development with school development. Here, increasing the leadership competences of an individual is seen as a component of building the leadership capacity of the whole school.

To sum up, we find two new avenues in preparing school leaders: first, new ways explore the development of training and development designs, quality assurance, and the overall organization through the development of central institutions that are in charge or the setting up of standards and accreditation procedures for the providers.

Bibliography

- Bridges, E. and Hallinger, P. (1995). *Implementing Problem-Based Learning in Leadership Development*. Eugene, OR: ERIC Clearinghouse on Educational Management.
- de Bevoise, W. (1984). Synthesis of research on the principal as instructional leader. *Educational Journal* 41(5), 14–20.
- Fullan, M. (1993). *Change Forces, the School as a Learning Organisation*. London: Falmer.
- Fullan, M. (1995). Schools as learning organizations: Distant dreams. *Theory into Practice* 34(4), 230–235.
- Giroux, H. A. (1988). *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning*. Granby, MA: Bergin and Garvey.
- Gray, J. (1990). The quality of schooling: Frameworks for judgements. *British Journal of Educational Studies* 38(3), 204–233.
- Gruber (2000). Erfahrung erwerben. In Harteis, C., Heid, H., and Kraft, S. (eds.) *Kompendium Weiterbildung*, pp 121–130. Opladen: Leske Budrich.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education* 33(3), S329–S351.
- Hallinger, P. and Murphy, J. (1985). Assessing the instructional management behaviour of principals. *Elementary School Journal* 86(2), 217–247.
- Huber, S. G. (1997). *Headteachers' Views on Headship and Training: A Comparison with the NPQH*. Cambridge: School of Education, University of Cambridge.
- Huber, S. G. (ed.) (2004). Preparing school leaders for the 21st century. In Chrispeels, J., Creemers, B., Reynolds, D., and Stringfield, S. (eds.) (2004). *The Series Context of Learning*, London: RoutledgeFalmer.
- Huber, S. G. (2004). School leadership and leadership development – adjusting leadership theories and development programs to values and the core purpose of school. *Journal of Educational Administration* 42(6), 669–684.
- Huber, S. G. and Moos, L. (2007). School leadership and school effectiveness and school improvement: Democratic and integrative leadership. In Townsend, T. (ed.) *International Handbook on School Effectiveness and Improvement*, pp 579–596. Dordrecht: Springer.
- Huber, S. G. and West, M. (2003). Developing school leaders – a critical review of current practices, approaches and issues, and some directions for the future. In Hallinger, P. and Leithwood, K. (eds.) *International Handbook of Educational Leadership and Administration*, pp 1071–1101. Dordrecht: Kluwer Academic Press.
- Imants, J. and de Jong, L. (1999). Master your school: The development of integral leadership. *Paper Presented at the International Congress for School Effectiveness and Improvement*. San Antonio, TX, USA, January.
- Jackson, D. and West, M. (1999). Learning through leading: Leading through learning. Leadership for sustained school improvement. *Paper Presented at the International Congress for School Effectiveness and Improvement 1999*. San Antonio, TX, USA, January.
- Joyce, B. and Showers, B. (1988/1995). *Student Achievement through Staff Development*. New York: Longman.
- Leithwood, K. A. (1992). The principal's role in teacher development. In Fullan, M. and Hargreaves, A. (eds.) *Teacher Development and Educational Change*, pp 86–103. London: Falmer.
- Murphy, J. (1992). *The Landscape of Leadership Preparation: Reframing the Education of School Administrators*. Newbury Park, CA: Corwin.
- Rosenbusch, H. S. (2005). *Organisationspädagogik: Grundlage pädagogischen Führungshandelns*. München: Luchterhand in Wolters Kluwer.
- Schön, D. (1983). *The Reflective Practitioner*. New York: Basic Books.
- Schön, D. (1984). Leadership as reflection-in-action. In Sergiovanni, T. and Corbally, J. (eds.) *Leadership and Organizational Culture*, pp 36–63. Chicago, IL: University of Illinois Press.
- Senge, P. (1990). *The Fifth Discipline*. New York: Doubleday.
- Siebert, H. (1996). *Didaktisches Handeln in der Erwachsenenbildung: Didaktik aus konstruktivistischer Sicht*. Neuwied: Luchterhand.
- West, M., Jackson, D., Harris, A., and Hopkins, D. (2000). Learning through leadership, leadership through learning. In Riley, K. A. and Seashore-Louis, D. (eds.) *Leadership for Change and School Reform*, pp 30–49. London: Routledge Falmer.

Further Reading

- Bridges, E. and Hallinger, P. (1997). Using problem-based learning to prepare educational leaders. *Peabody Journal of Education* 72(2), 131–146.
- Huber, S. G. (2003). School leadership development – current trends from a global perspective. In Hallinger, P. (ed.) *Reshaping the Landscape of Educational Leadership Development: A Global Perspective*, pp 273–288. London: Swets and Zeitlinger.
- Huber, S. G. (ed.) (2004). Preparing school leaders for the 21st century. In Chrispeels, J., Creemers, B., Reynolds, D., and Stringfield, S. (series eds.) *The Series Context of Learning*, London: RoutledgeFalmer.
- Rosenbusch, H. S. (1997). Die Qualifikation pädagogischen Führungspersonals. In Glumpler, E. and Rosenbusch, H. S. (eds.) *Perspektiven der universitären Lehrerbildung*, pp 147–165. Bad Heilbrunn: Klinkhardt.