



Conference Leadership in Education

9-10 September, 2013

Vilnius



RECOMMENDATIONS:

- To create and develop practices which promote development of a leader as an open minded person with strong personal character who serves as a coordinator and who builds bridges among various groups of people engaged in education
- To create and develop practices which promote development of a leader as well trained professional who keeps ongoing professional development
- To create and develop practices which promote development of a leader as a visionary person with strong vocabulary and clear strategic thinking
- To create and develop systems of leaders' continuous training and professional development at all levels
- To create and develop platforms for networking and sharing experience among various groups (students, teachers, school heads, parents, administrators, politicians) on the whole range of educational issues
- To create and develop professional paths for building up leadership excellence through encouragement cross sectorial cooperation (practicing leadership positions in different areas: business – education; education – municipality / ministry level, etc.)
- To improve and to foster cooperation among all stakeholders of the school: students, teachers, school administration, parents, local educational departments, social partners, etc.
- To promote education as the key national value and raise the prestige of the teacher's profession
- By keeping a balance between existing educational policies and building on them with an intention to better prepare the youth for career paths they take implies that educational institutions must be creative and visionary enough to provide necessary skills to all youth groups to be successful in the future
- Use the EU educational policy network to ensure continuity of national education policy with enough funding
- Goal: to promote sustainable networks of small groups of schools (from 5 to 10). Ways to achieve (examples):
 - Live associations of 5 to 10 schools. Each school has to participate in at least one of such
 - Malta example: a group of 7 to 10 schools has a common leader who helps the principals of these individual schools to launch common activities, cooperate, achieve synergy, share best practices, etc.

- Societies cannot be governed only by one means (laws) and one locus (government). Government and other authorities need to be “leaders of leaders” and “leaders among leaders”. The world outside schools has to be engaged together with authorities and schools in designing and enacting governance (governance as a system)
- To foster professional learning community horizontally and vertically, and through the use of different social technologies (teachers as students)
- To develop conditions for leadership and learning: making space for change; allowing risk, trust, creativity; appreciative enquiry, sustainability
- To ensure more autonomy for school communities (trust and support balance with external control)
- To support networking and peer learning among educational leaders (more opportunities to learn from each other at the national and EU level)
- To start developing European teacher training and CDP system: EU-WIDE CPD program for school leaders (e-learning, MA in school leadership, research institutions, common seminars, etc.)
- To include the development of leadership skills and key competencies into the curriculum of educators
- To create professional path for school leaders with the opportunity to work in different sectors in education and industry
- To promote an understanding that education is for learning to live, to work and enjoy life
- To change the emphasis from developing individual leaders towards distributing leadership across the whole education
- To give young people transferable soft skills for employability and life itself in the constantly changing world by mentoring and guiding
- To promote collaboration and networking among educational system and labour markets, school and local community (improving school democracy)
- To empower teachers to use active teaching (personalized approach and peer learning)
- Bridging all levels of education (preschool, primary, secondary, higher education, etc.)
- Partnerships should rely on trust instead of competition and in order to close the gaps they should pass a critical evaluation of relevance and added value showing the benefits of cooperation
- Empowering children with more responsibility recognizing them as partners

