SUPPORTING INCLUSIVE SCHOOL LEADERSHIP – COUNTRY SURVEY

Introduction

The [Supporting Inclusive School Leadership](#) (SISL) project's overall goal is to investigate how to effectively develop and promote inclusive school-level leadership through national- and local-level policy frameworks and support mechanisms.

The project builds on a model of inclusive school leadership that is guided by a focus on equity and social justice, i.e. a leadership approach that encourages leaders to ask critical questions about involvement and participation, respect, learning and development and resource distribution. This working model of inclusive school leadership incorporates ideas around:

- 'transformative' leadership as being valuable for vision building and setting an inclusive direction;
- 'distributed' leadership as being important for sharing leadership to support both human and organisational development;
- 'instructional' leadership as impacting upon human and organisational development towards inclusive education.

When these three models of leadership coexist in integrated practice, there is a substantial impact on learner achievement, on the pedagogical quality and on the development of professional learning communities in schools.

This model of inclusive school leadership is explored in this survey and specifically, three core functions of inclusive school leadership are considered:

1. setting direction and building a vision;
2. human development;
3. organisational development.

A literature review and a review of international and European policy was used as background for developing this survey. As a next step, the project team would like to collect country-level information. This survey of member countries aims to examine:

- the current situation and possible future policy developments related to school leadership;

- factors that affect school leaders in general and inclusive school leadership in particular.

The results of this survey will inform future activities within the Agency related to Supporting Inclusive School Leadership.

The following questions either aim to collect evidence from legislation and/or policy or provide you with the possibility to reflect upon various issues relating to school leadership in your country.

For some of the questions below, please provide references to different aspects of school leadership in your country's legislation and policy. Please list extracts/precise citations whenever possible from the relevant legislation and/or policies and share the sources/references of these (document name, number of the page the information is taken from and, if available, a link). Please provide the extracts in English or with an English translation. Please also indicate the ministry or government organisation responsible, e.g. Ministry of Education, district or municipality, in the table below.

You may not have information or replies for every question. In this case, please leave the response box blank and go to the next question.

Please add other rows to the table to provide as many examples as you have.

In most cases, the questions refer to school leadership and school leaders in general. Where you have specific information on inclusive school leadership or inclusive school leaders, please highlight this in your replies.

Please indicate who has contributed to this survey (name, role):

Survey questions

The focus of the first set of questions is your country's overall policy framework on school leadership. We kindly ask you to provide a list of policy documents that define and describe school leadership and/or the work of school leaders. As indicated above, for each question please provide:

- an extract from legislation or policy in your country;

- the citation or reference, including the name of the source you are citing and the date of publication;

- the Ministry, district or municipal department within your country that is responsible for the policy being cited.

Question 1. Does your country have legislation or policies on school leadership? If no, please continue to the next questions, as they may still apply to you. If yes, please list these policies below:

Question 2. How is school leadership and/or the work of school leaders generally described in official documents?

Extract	Source	Ministry/government organisations responsible

Question 2.1. If there are any specific references to inclusive school leadership (or the work of school leaders in relation to the model set out above (i.e. leadership for setting direction, human and organisational development) within your country's legislation or policy, please share extracts of documents in the table below.

Extract	Source	Ministry/government organisations responsible

Question 2.2. If there are any specific references to school leadership or school leaders in special schools/specialist provision within your country's policy, please share extracts of the official documents in the table below.

Extract	Source	Ministry/government organisations responsible

Question 2.3. If there are any other descriptions or official documents which impact on the work of school leaders, which are important and you would like to share, please provide these below, with a reference to the source.

The next question focuses on the core functions of school leaders that, according to research findings, fall mainly into the three broad categories of: setting direction, human development and organisational development.

Question 3. Which official documents support school leaders to …

Question	Extract	Source
… set direction in their school (e.g. identifying and articulating a vision, setting high expectations, monitoring of performance)?		
… develop staff and learners (e.g. creating professional development opportunities, supporting and motivating teachers, focusing on learning)?		
… develop the school (e.g. creating an inclusive school culture, supporting collaboration in school and with parents and community?		

> **Question 3.1.** If there are other functions for school leaders not mentioned above, which are supported by official documents, please list these below and outline how they are supported by your country's policy.

> **Question 3.2.** If there are any functions outlined by official documents in your country, which make reference to **inclusive** school leaders, please list these functions below.

The next question focuses on the initial training of school leaders, and the professional development opportunities and support that school leaders can access.

Question 4. Do policies address initial training, professional development opportunities and/or support for school leaders? If yes, which official documents address …

Question	Extract	Source	Ministry/government organisations responsible
… initial training and qualifications for school leaders?			
… a continuum for professional development, including formal and informal learning?			
… areas of competence required of school leaders?			
… on-going support for school leaders?			

Question 4.1. Are there any other current or planned initiatives to improve the initial training, professional development opportunities and/or support for school leaders?

The next block of questions focuses on the level of autonomy of school leaders. Please list extracts from official documents where applicable.

Question 5.   Are school leaders …

Question	Extract	Source
… able to have a voice in changes and developments in education policy beyond their school?		
… able to have a voice in changes and developments in education policy and organisation within their school (e.g. class size)?		
… able to set strategic direction and secure the commitment of all stakeholders (learners, parents, local community)?		
… able to appoint teachers?		
… able to adapt curriculum content, as well as teaching and learning, to local needs?		
… able to manage school budget and allocate resources?		
… held accountable for school outcomes?		

Question 5.1.   If there are no extracts available for the table above, please share your personal reflection on the level of autonomy of school leaders in your country below.

Question 5.2. Are there other examples of autonomy in decision-making not set out above that you would like to share? If yes, please give examples with a reference to the relevant official documents below.

Question 5.3. Are there related examples showing how school leaders are held accountable for their decisions? If yes, please give examples with reference to the relevant official documents below.

Question 5.4. What are the main challenges for policy-making regarding school leadership in your country?

Question 5.5. What are the main strategies to overcome these challenges?

Question 6. The Agency would like to include national literature on inclusive school leadership in the Supporting Inclusive School Leadership project literature review. Therefore, we would like to ask you to send us information on relevant literature from your country. For any literature you would like to share with us, please provide the following information:

- Title
- Author
- Short abstract (in English) of maximum 500 words
- Reference/full citation.

Please feel free to include this information in this file.