

Defining VET professions: school heads (Kristiina Volmari, TTnet Finland – Finnish NBE; Hans-Kasper Kivilo, TTnet Estonia; Ken Marsh, TTnet UK - University of Greenwich)

School head is defined as following: director/principal etc, highest position, persons having overall responsibility (pedagogical, administrative and financial).in public sector institutions providing initial vocational qualifications

BACKGROUND INFORMATION			
I	Type of management post		
	Type of institution	Post	
II	Qualification requirements		
	Initial training (eg teacher training)	Additional requirements	In-service training
III	Recruitment/appointment		
IV	Conditions of work		
	Salaries	Working hours	other (retirement, holidays?)
V	Career paths (how did they get there?)		
	Incentives/support	Barriers	
VI	Legislation/regulations		
	Responsibilities	Authority/decision-making power	Other?

INFORMATION COLLECTED IN INTERVIEWS			
VII	Tasks, responsibilities and values guiding these		
a)	Managing operations		
	Administration and Finances		Staff
	1. How much understanding do you need about administration, HR development and financial matters? 2. Do you need formal training for that? 3. Do you draw up activity plans or other plans annually?		1. What personal qualities do you need to manage and lead staff in your organisation? 2. Do you conduct appraisals/development talks with staff? – what does it require from you?
b)	Managing development & expertise		
	Development of self 1. What skills (skills you didn't have before) have you developed during your work as a principal/vice principal that you consider essential for the job? 2. What has been the most valuable development agent for you in your work as a principal/vice principal (management courses, colleagues, employees, mentors, role models, etc.)?	Staff development 3. How do you keep people (staff, teachers) interested in developing the organisation (getting them involved in development projects which focus on the whole organisation, not only their own area of teaching)? 4. How do you motivate teachers for further development of their skills (both speciality specific as well as teaching/learning and personal qualities)?	Developing the organisation 5. In your organisation, how much is development focused on the following areas (please rate) a) teaching/learning development b) speciality specific development c) personal qualities development d) other 6. How do you monitor quality? How do you use the results?
c)	Managing the school community		
	Developing collegiality	Empowering	Building school culture
	1. How is your school organised? Does it encourage teamwork and collaboration? 2. How do you build a collegial community? Do you see it as important?	1. How do you empower the staff? 2. Do you have problems with sharing responsibility? – How do you overcome them?	Does your school have its own culture? What is it? How was it established?
d)	Managing networks		
	Collegial networks	WoW and society	Other partnerships
	1. Do you encourage networking among colleagues? 2. How do you do it?	1. What is the geographical scope you operate in (local, regional?) 2. How do you establish and maintain	1. Does your school engage in international activities? 2. What competencies does it require

	3. What sort of problems are there? What can you do to solve them?	contacts outside the school?	from you and your staff?
e)	Managing the future		
	Forward planning & visions	Educational policy	Legislation
	1. How important is it for you to have a set of underpinning values to help guide shape your vision and help you plan for the future? 2. What forward planning do you carry out? 3. What is it based on?	How important is it when planning for the future to have a grasp of the bigger picture (Govt policies, networks) outside of the organisation?	How well do you need to know education legislation – for what purposes?

Work plan

Time	Task
October 2005	Finalising methodological tool (grid)
November 2005	Background information (desk research) and pilot interviews
December 2005	Preliminary results
December 2005-January 2006	Rest of interviews
February 2006	Analysis and reporting

Persons to be interviewed in the first phase in November:

Estonia:

Neeme Rand (director, Kuressaare Ametikool) or Lembit Kukk (vice principal, Tallinna Polütehnikum)

Finland:

Tuula Lapila, Helsinki (principal, HELPA) or Antti Vuorinen (Principal, HELTECH)

UK:

Principal of a London FE college