

Leadership of VET Schools

Management & Performance regimes

versus

The burning commitment

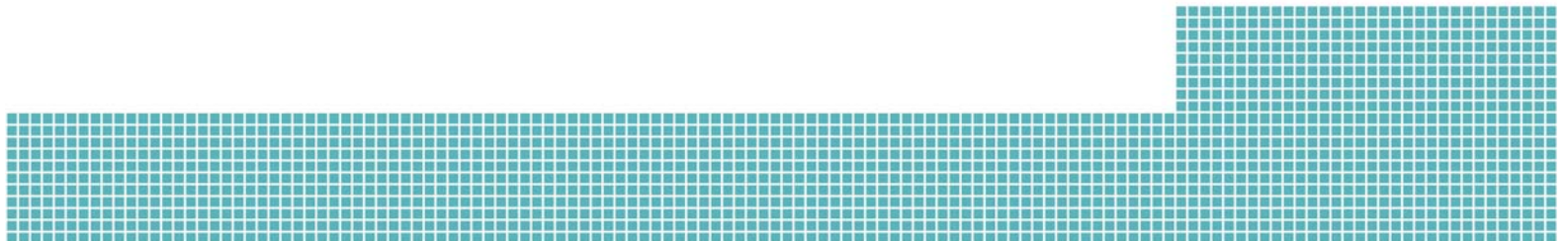
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European Training Foundation

Cedefop VET TTnet Conference
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Contexts

- Teachers are knowledge workers = Professionals
- Schools are organisations in which every member is a knowledge worker
- Teachers are unhappy
(PROFF: reform-fatigue, stress, burn-out)
- Teacher well-being! (PROFF)



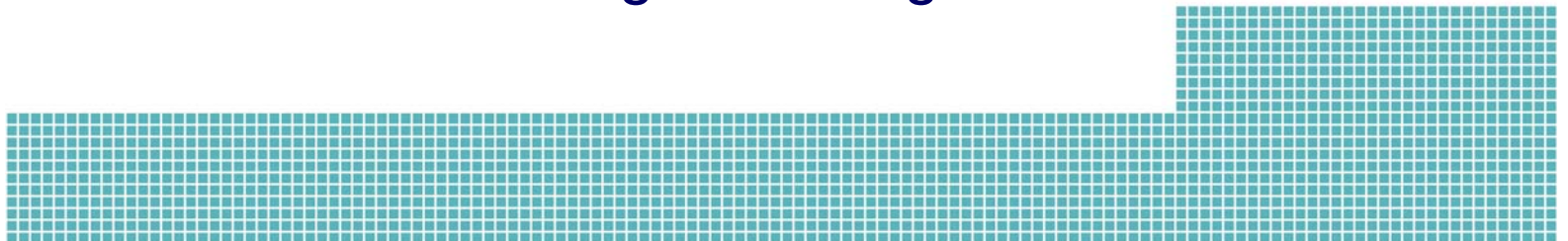
Contexts

Peter Drucker:

“To make knowledge-work productive will be the great management task of this century, just as to make manual work productive was the great management task of the last century.”

The new knowledge organisation:

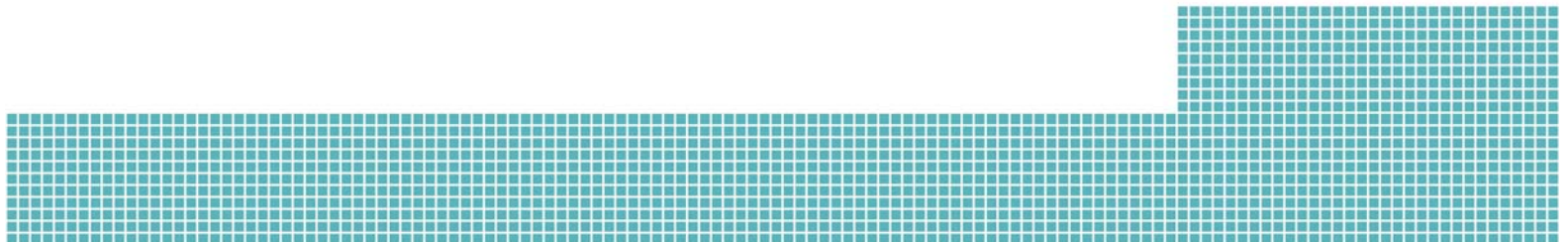
- Performance Management regimes



Teachers' work in traditional systems

Production phase:

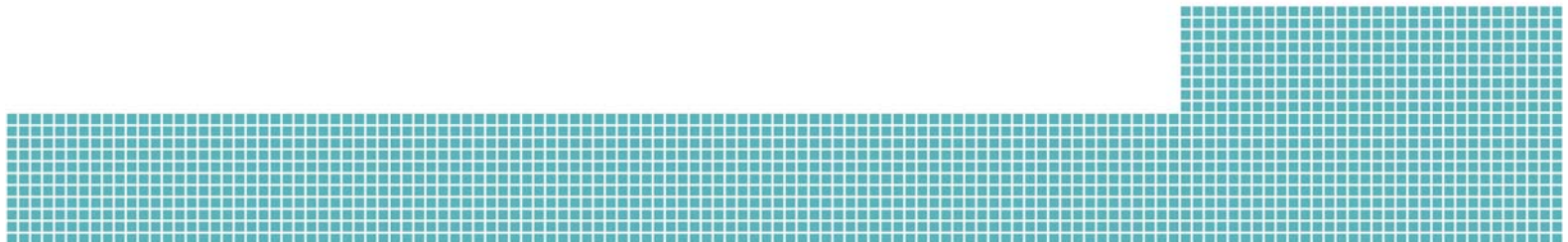
- Drivers of development: *Economic growth, human capital*
- Dominant education view: *Employment possibilities*
- Dominant quality view: *Economical*
- Dominant players: *Teachers (unions); Ministry*
- Basis for standards: *Standardisation*
- Evaluation methods: *Student assessment*
- Continuing education: *Marginal*
- Production analogy: *Assembly line*



Teachers' work in modern systems

Modern phase:

- Drivers of development: *Change management, Competition*
- Dominant education view: *Functionality*
- Dominant quality view: *Management*
- Dominant players: *Institutions (autonomous), Clustering*
- Basis for standards: *Networking, Bench-learning*
- Evaluation methods: *Performance appraisal*
- Continuing education: *Leading role in education*
- Production analogy: *Innovation, cont. improvement*



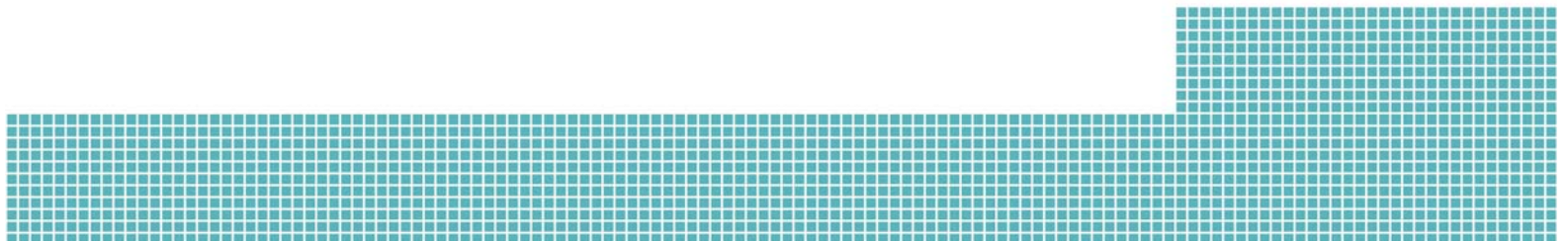
The times they are a'changing

New Public Management:

- Accountability
- Contract governance
- Free choice and service delivery
- New management principles
- New, highly “elastic” concepts: *‘Quality’, ‘Competence’*

Teachers: ‘the forgotten change agents’

Develop the autonomy of the profession

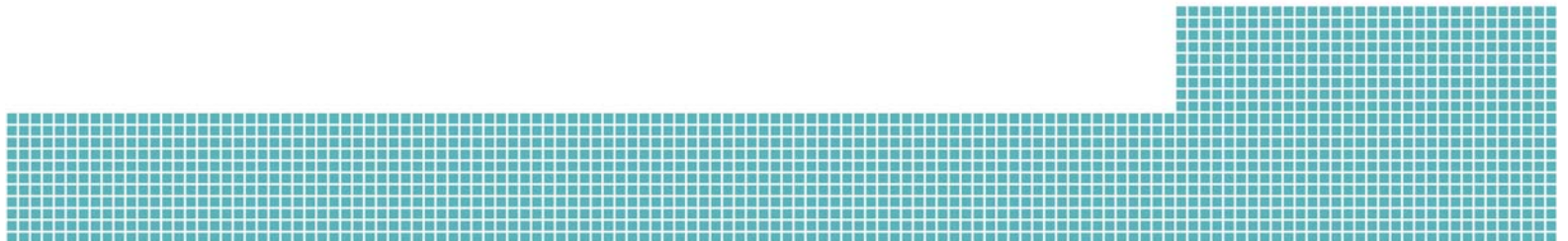


Teachers and VET Reform

From a Policy Learning perspective a double role:

- Professionals in the system
- and
- Stakeholders in reform

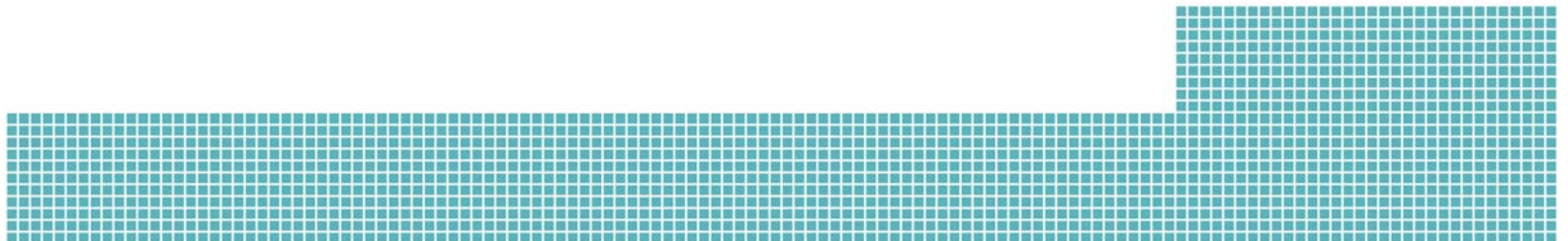
But these roles are radically changing



Teachers and VET Reform

Professional roles are changing

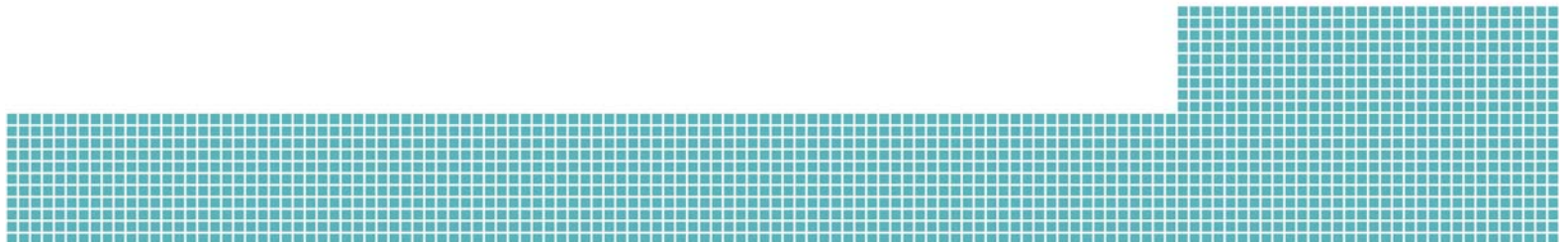
- Life-long and life-wide learning facilitators instead of transmitters of bits of expert knowledge and skills
- Several paradigm changes: new public management, education management, VET policies, school leadership and organisation of learning processes
- Changing learner needs and labour market requirements



Teachers and VET Reform

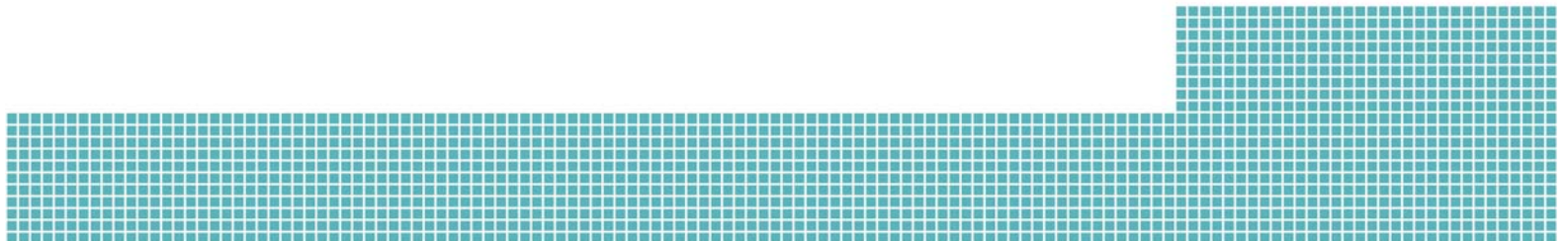
Stakeholder roles are changing

- Long neglected but now increasingly appreciated
- VET reform is now seen as ongoing learning process
- Requires articulation between national/system level and local/school level
- Need for teachers to go beyond the classroom into the school, community, VET system at large and across borders
- And to become actively engaged in the reform process



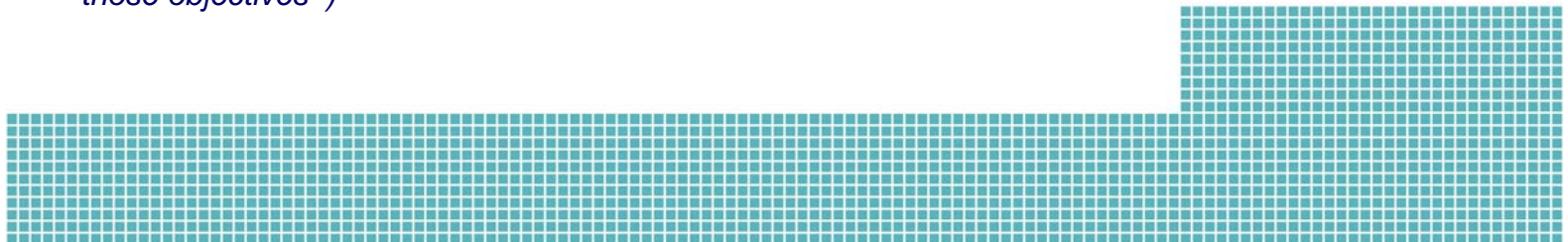
Teachers and VET Reform

- In their role of new professionals teachers are engaged as indispensable stakeholders
- Teachers today not only disseminate, they write the messages themselves, are involved in innovation and planning tasks, team-work and network – in a world of connections



Management theories

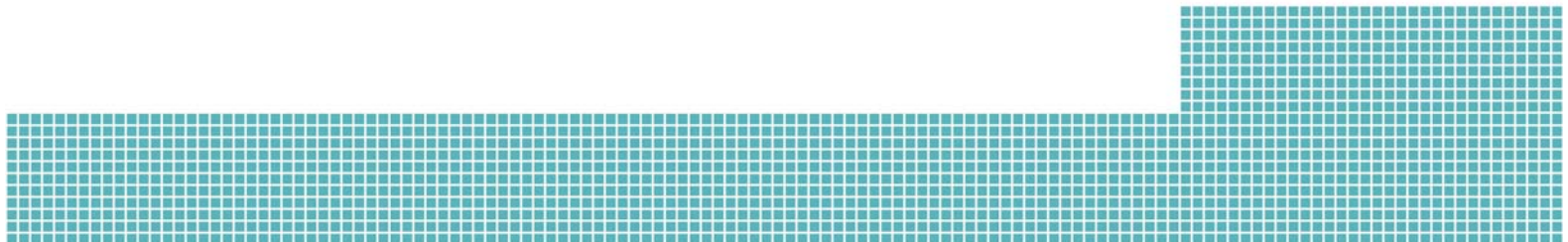
- F.W. Taylor (1911)
- Mayo (1920s)
- Burns (1963) – Mechanical vs Organical Management
- McGregor (1960s)
 - Theory X: the classic command-and-control type
(‘counteracting an inherent human tendency to avoid work’)
 - Theory Y:
(‘assumes that people will exercise self-direction and self-control in the achievement of organisational objectives to the degree that they are committed to those objectives’)



Management in knowledge organisations

- «Community» is the core anchor in how knowledge companies organise commitment
- Ferdinand Tönnies (1887)
 «Gemeinschaft» vs «Gesellschaft»
 (*«we», common goals, family, sharing, giving*) (*performance, quid-pro-quo, contract*)

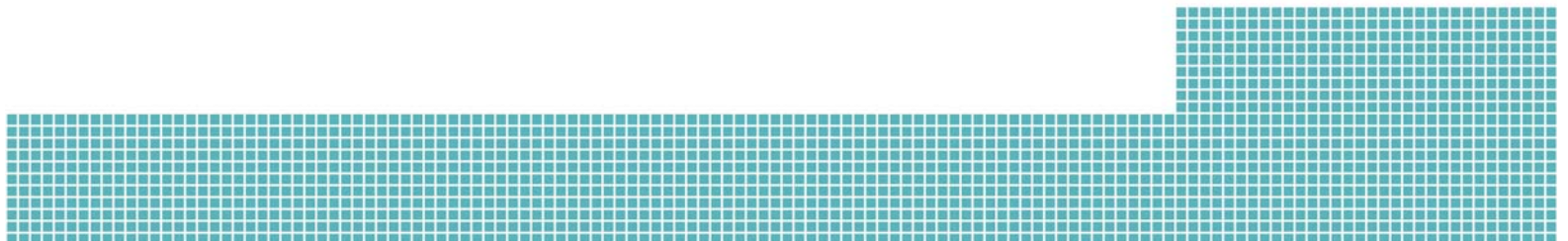
Knowledge organisations' basic governance structure runs parallelly on these two machines!



Leadership in modern schools

- Leading self-leadership
- Promote proactivity
- Not 'what' to do or 'how' to do it, but
- Translate overall goals and values to concrete activities

How to organise leadership of the self-leading
context of knowledge institutions???

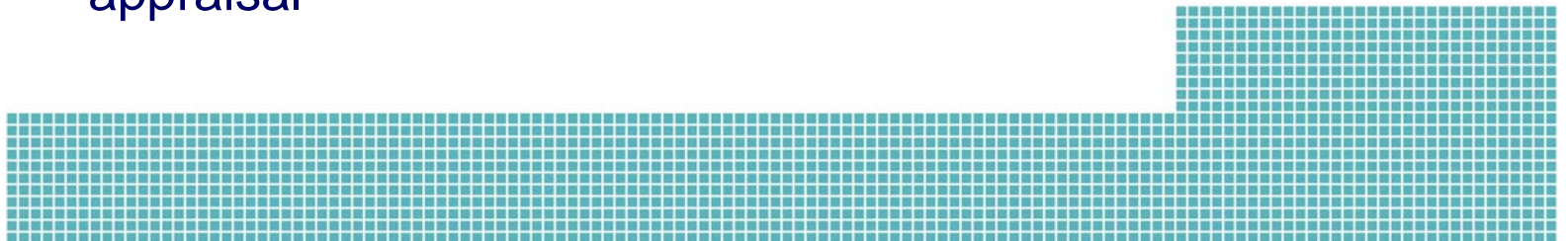


Leadership in modern schools

Leadership of self-leadership –

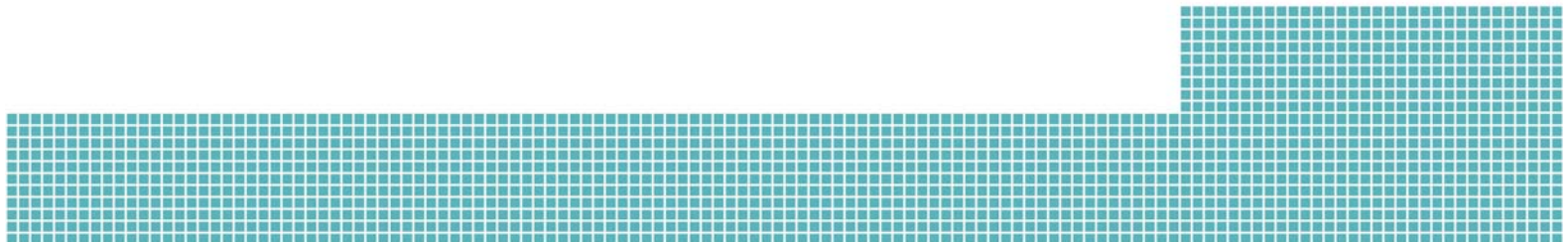
Three general principles

1. Commitment organisation based on a community
2. Present leadership (for 10 teachers; be seen and recognised)
3. From controlling to development focused appraisal



Recent studies and guidelines

- OECD 'Improving School Leadership' (2008)
Improving School Leadership, Vol 1: Policy and Practice
Improving SL, Vol 2: Case Studies on System Leadership
Twenty-one Country Background Reports
Toolkit for Policymakers and Practitioners (Stoll&Temperley)
- The Austrian Leadership Academy (*Innsbruck Univ*)
- SVET Project in Turkey – *strong school leadership training programme*



Further information or comments?

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