



**CEDEFOP**

European Centre for the Development  
of Vocational Training



**12<sup>th</sup> TTnet Annual Conference**  
**Workshop II**  
**Leadership in VET**  
**Cedefop's perspective and issues for  
reflection**

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# EU perspective

Council Conclusions, November 2009

*“The knowledge, skills and commitment of teachers as well as the quality of school leadership, are the most important factors in achieving high quality educational outcomes.”*

*“...it is essential not only to ensure that those recruited to teaching and school leadership posts are of the highest calibre..., but also to provide the highest standards of initial education and continuing development for teaching staff at all levels”.*



# Context

- Changed context and requirements - changing roles and competences for both teachers and leaders in E&T
- Leaders' role - a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for students, staff, partners and – thus fostering higher achievement levels
- Administrative tasks ↔ Tasks in quality of learning, curriculum, pedagogical issues, staff performance, motivation and development
- Need to develop capacities to assume the tasks they are confronted



# Findings

- Ideology of Leadership  
From regulation & administration → to shared expertise & empowering, pedagogical leadership and development (“distributed leadership”, leadership teams, internally and externally networking)  
But also HR, PR, QA, change management, innovation, financial and managerial tasks and competences,
- Influencing factors: decentralisation plus greater accountability; new approaches and challenges in teaching and learning process
- Leaders in IVET and CVET - autonomy and responsibility
- Attractive position ↔ often not having any career progression after having to be appointed
- Any degree ↔ Master degree
- Tough job - to be a leader of an autonomous staff consisting of experts in their fields, becoming more and more autonomous



# Administration

- **General Administration** - to know organisation models, theories and policy and to adopt them
- **Finances and marketing** - to know principles of budgeting, marketing theory; investment strategies; cooperation with other stakeholders
- **HRM** – theory, legislation, leadership management
- **Leading Organisation** - strategic management; role of staff and collaboration culture
- **Visionaries**

# Training

- **General:** to be aware of trends in education and learning theories; to take labour market needs into account; responsible for the development of the new curricula; responsible for the student advisory services and social needs
- **Strategic work:** educational policy and LM needs and their adopting
- **Pedagogical leadership:** Supporting teachers and trainers; know theory and implementation of curricula
- **Student needs:** support students; guidance and counselling; student assessment principles; attract students



## Development and quality assurance

- General: supporting both own work and the one of the working community; solving problems; adopt the quality approach
- Self development: aware of own professional growth
- Staff Development: know training trends; be familiar with qualifications and competences in VET
- Quality Assurance: be aware of its benefits; know quality management systems and models, methods, motivate staff for quality work
- Reality: lack of understanding and knowledge about QA issues

# Networking

- **General** - students, parents, colleagues, partners, clients, other stakeholders – universities, international partners...
- **Supporting teams and collaboration** – be aware of the benefits; be able to support collaborative approaches
- **External Networking** – be aware of it and the future trends in the field; PR work
- **Development Networking** - modern networking in virtual environments; virtual leadership
- **Reality** – much to be done in terms of international cooperation, cooperation among VET institutions...





## Objectives of the workshop

- To pay attention to the **context of the management field between teachers and principals** - the tensions in the domain, the risks and what makes the job so tough
- **To map the challenges** of the context, general perception and “ideology” of leadership
- To consider the **changing** roles, competences and responsibilities of leaders in education and training with emphasis on VET and the role of European and national policies and stakeholders in **supporting** leadership for better teaching and learning



# Questions for reflection

- What are the greatest demands on leadership?
- How do leaders cope with the changes?
- What kind of new leadership is required?
- How to develop the right skills for effective leadership?
- What leadership roles contribute most to improving student learning?
- How best to allocate and distribute leadership tasks?
- How to make the profession attractive to high-quality candidates?
- What are the specifics of VET leaders?

## Outcomes and perspectives for future work

- Presenting case studies and examples of innovative approaches in sharing leadership and in leadership development programmes
- Observing the situation regarding pre-service, in-service training and professional status of leaders, illustrated by examples of policy measures and/or their practical implementation