

ICSEI 2017 Symposium Proposal

Symposium „Leadership for learning as collaborative partnership“

Paper: A Culture of Leadership - How to assess School Leadership via FieldTransformation360

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We argue that the main attempts to frame school leadership that have been developed in the last forty years can be condensed within a single “confluence model” on school leadership. Within this model four leading concepts are identified as its main paradigms (Wiesner et al., 2015, p. 68; Schratz et al., 2015, p. 222): (1) Quality Management, (2) Effectiveness and Efficiency, (3) Development and Intervention (by changing patterns), (4) Value and Meaning. Despite the numerous advances there was and still is a scarcity of models that offer a comprehensive approach to the question of what actually shapes the competencies of effective school leadership. We strive to bridge this gap by introducing FieldTransformation360, a new research approach shortly to be implemented.

School development research as a lever for change aims to achieve the highest possible future potential by including a focus on values and meaning, but also aims to improve efficacy and quality by shaping it in a responsive, resonant and respectful manner (Scharmer, 2009, p. 31). FieldTransformation360 combines all four above mentioned leading paradigms (as intellectual approaches), covers a wide range of different competencies for social and situational actions and is based on the definition of a culture of leadership (Wiesner et al., 2015, p. 81). As both its theoretical framework and fundament is currently adapted its development is so far moulded by differentiated practical knowledge (Schratz et al., 2015). It will be introduced against the background of current relative leadership models and first empirical research results from different research projects will be presented.

Since Pont, Nusche & Hopkins (2008) state that the further development of skills for effective school leadership is one out of four main levers to improve school leadership practices, not much research analysis is done so far about the competencies of school leaders of outstanding schools towards policy enactment (Ball et al., 2012). E.g. Bensen (2010) and Huber & Muis (2010) point out that school leadership is a key driver of the quality of schools, its development and transformation - the proposed model fills a gap by introducing a practical approach to visualize and analyze school leadership qualities. The FieldTransformation360 offers a self-assessment instrument as a unique and state-of-the-art model for framing school leadership competencies. It will help both academics and practitioners to move a step forward working for effective school development and improvement via a better understanding which competencies shape school leadership, e.g. in outstanding German schools, distinguished with the German School Award.

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