# Towards a Context-specific School Leadership Competence Framework: Case Study of Latvia

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# SCHOOL **LEADERSHIP**

key role in making schools more effective (Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007)

second only to teachers as the most influential school-level factor in student achievement (Leithwood et al., 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010)

# SCHOOL **LEADERSHIP**

unique position to bring multiple in-school factors together
(Wallace Foundation, 2013)

impact on all students in a school;

the overall impact of increasing principal quality exceeds the benefit from a comparable increase in the quality of a single teacher (Branch et al., 2013)

# CURRENT **CONTEXT**

- Nation-wide general education reform, introducing competency-based approach to learning;

- The first time, when the curriculum of general education is reviewed in its entirety and successively at all levels of education;

- Legal regulations: Pre-School Education (2018), Basic Education (2018), Upper Secondary Education (2019, TBC);

- Implementation – Pre-Schools: starting from September 2020; Schools - September 2021 (school).

# PURPOSE

To identify main differences in key competences and criteria between the research literature and practice of school leaders in Latvia, and summarise relevant context-specific aspects related to the effective school leadership.

Setting the ground for a conceptual framework of school leadership competence assessment, that is applicable to the Latvian context.

# RESEARCH **QUESTIONS**

**1.** What are the most significant school leadership competences described in literature and existing frameworks?

**2.** What (recognized) competences overlap with the competences defined in education policy and normative documents in Latvia?

**3.** How these competences manifest in school practice in Latvia?

# METHODOLOGY

## LITERATURE AND GOOD PRACTICE ANALYSIS

- Hitt & Tucker (2015, 2016), Leithwood (2010), Scheerens (2012), etc.,
- Ontario Leadership Framework (2013), Australian Professional Standard for Principals and the Leadership Profiles (2015),
- European Qualification Network for Effective Leadership (2013), Improving School Leadership – Policy and Practice in OECD Countries (2010).

## ANALYSIS OF LATVIAN CONTEXT

- Relevant policy and normative documents (National Centre for Education, State Education Quality Service, etc.),
- Interviews: 21 interviews with with heads and their deputies of various types of schools,
- Artefacts (school leaders' worksheets) collected through an exercise of competence mapping.

# FRAMEWORK,
## Hitt & Trucker, 2015

**1. Establishing and Conveying the Vision**

- Modeling Aspirational and Ethical Practices,
- Promoting Use of Data for Continual Improvement.

**2. Building Professional Capacity**

- Providing Opportunities to Learn,
- Supporting, Buffering, and Recognizing Individuals.

**3. Creating a Supportive Organization for Learning**

- Building Collaborative Processes for Decision Making,
- Considering Context to Maximize Organizational Functioning.

# FRAMEWORK,
## Hitt & Trucker, 2015

**4. Facilitating a High-Quality Learning Experience for Students**

- Developing and Monitoring the Instructional Program,

- Developing and Monitoring the Assessment Program.

**5. Connecting with External Partners**

- Building Productive Relationships With Families and Communities,

- Anchoring Schools in the Community.

# RESULTS

- Defined context-relevant criteria in each domain of the school leadership framework,

- Described criteria by defining the lowest and the highest value.

The lowest value

The highest value

The lowest
value

The highest
value

0    1    2    3    4

# EXAMPLES

- The link between school's unique positioning/comparative advantages and school's aims.

No relation between school's strengths/advantages and its aims

School's aims are based on its strengths/advantages

- The alignment of school's, school leadership's and teachers' aims (looking/going in the same direction).

Not all have clear aims, and they aren't aligned

All have clear aims, and they are aligned

- The engagement of teachers/parents/community in setting the aims for the school.

No involvement, independent decision by school leadership

Actively engaged, clear roles and responsibilities in implementation, involved in progress monitoring

- The use of data in setting aims for the school and monitoring performance, progress.

No use of data

Various data used in both setting the aims, as well as monitoring performance

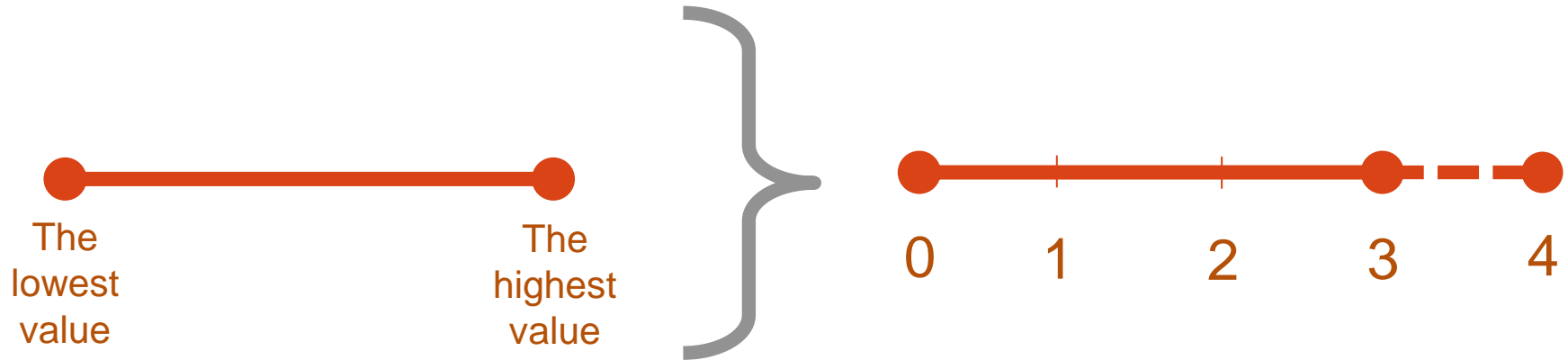- School leadership's engagement in organising staff learning at school.

Passive and observant position ●━━━━━━━━━━━━━━━━━━━━━━━━● Actively engaged, demonstrating role-model behaviour

- School leadership's attitudes towards teachers of their school.

Us vs Them                                                Us

# FURTHER **RESEARCH**

The lowest value

The highest value

0     1     2     3     4

- Descriptions of each level (value),

- Collecting context-specific examples to illustrate each level.

School Leadership Competence Assessment Framework.

# Thank you!

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