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EU Integration: European HE Area and Labour Market
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**EU Integration: The European HE Area
and Labour Market (EU:HELM)**

Presentation:

Leadership for Learning and Quality of Teaching

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Educational institutions (schools ... higher education) and leadership

The importance of **leadership** is recognised by transnational agencies such as Organisation for Economic Co-operation and Development (OECD), in their theories and practices (EU, other countries) ...

This importance (**direct? and indirect? influence**) is based in studies that indicate an important correlation between leadership, institutional improvement and students achievement.



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On this basis **leadership in education is recognised as one of the educational policy priorities of their member states (EU)**. However, since EC has no direct power over education and school systems in these states, they have both developed ‘soft forms of governance’.

This predominantly involves focusing attention, directing joint studies into leadership in education and conducting comparative studies on regulations and practice in the field of headship.



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One of trends they should implement are specific successful practices that increase **the influence that leadership has on learning and student achievement**. These involve:

- encouraging employee motivation,
- work dedication,
- the regular monitoring of students' learning,
- developing opportunities for teacher leadership,
- direct work with teachers,
- ensuring sources for professional development,
- participation in professional discussions with teachers,
- enhancing teachers' capabilities,
- establishing and nurturing school culture through maintaining the academic structures and processes,
- being interested in and promoting learning among teachers.



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Leadership for Learning, recommended as successful leadership practice for EU and OECD members states

Leadership for learning is defined as a research-oriented model and taxonomy of behaviours based on **research into highly productive schools** and successful school leaders (Murphy et al., 2007)

It is a **set of frameworks**, tools and processes used in practice by headteachers in order to transform their schools from bureaucracies into dynamic learning organisations (Schlechty, 2009).



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i.e. **successful practices,**

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which lead towards improvement in student learning achievements and place the quality of learning in the centre



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Set of programmes and actions, i.e. **successful practices**, which lead towards improvement in student learning achievements and place the quality of learning in the centre of the curriculum (Ezzaki, 2011, p. 128).

It is an approach to school management that links together practice, theory and research with the aim of improving the practice of leadership, teachers' work and students' learning (OECD).



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Learning at schools – headteachers

- **Headteachers emphasise the importance of focus on learning.** This means that everything they do focuses on learning. This is the most important quality of leadership for learning, one that represents the foundation for all the traits described hereafter.
- **Headteachers promote learning at all levels,** meaning: teachers' learning, their own learning and the development of professional learning communities. Through this, they also influence learning practice in classrooms, which is most often associated with professional learning and professional learning communities.



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- Headteachers **encourage conversations about learning.**
- Dialogue does not occur on its own; it is rather a positive by-product of leadership for learning.
- **Dialogue on learning** and encouraging such dialogue constitute one of the most frequently used headteacher's tools that enable the principal to indirectly influence instruction and learning,
- **Dialogue is the material from which an effective school is built, where collaborative leadership and distributed leadership take place.**



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Collaborative and distributed leadership:

- Leaders are not only those with formal leaders roles, leading tasks are distributed among staff
- Leadership praxis consist of and is designed in interaction between leader and teachers
- Colegiality
- Interaction goes over the school boarder
- Organisational and individual capacity building
- Headteachers regularly conduct classroom visits and observations. Teaching observations have proved to be an element of influence in improving students' learning.



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- Headteachers gather data on learning and use this data to improve its results and school management. Studies show that databased school management can lead to improved results at many levels of school operations.
- Learning-oriented goals and school vision are shaped.
- Favourable learning climate and culture, which constitute the cornerstone of relations and cooperation, are fostered.
- Headteachers encourage cooperation. This includes the participation of external environment (parents, local community, professional institutions) relevant for teaching.



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- Teachers report a positive perception of their headteachers' leadership for learning,
- headteachers themselves describe their own practice in a way that largely corresponds to the theory of leadership for learning.
- Observations of instruction at selected schools revealed the prevalence of contemporary instructional practice



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Flat school model - building organisational capacity for evaluation and from professional learning to networking learning community

It investigates to what extent leadership for learning as the **recommendation and trend of international communities is present** in these schools, and at the same time examines its efficiency in connection to the characteristics of instruction. It is therefore a hope that, by studying leadership for learning from the perspective of Slovene education context, we can **also contribute to understanding** its role in the international context.



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High degree of agreement about the importance of leadership for learning **bears no relation** to the existing practice of modernising instruction.

Why?

- Leadership, and leadership for learning within its framework, is just one of the many variables that shape learning at all levels of the school.
- ... that point to a **largely indirect impact of headteachers on learning and student achievement as discussed.**



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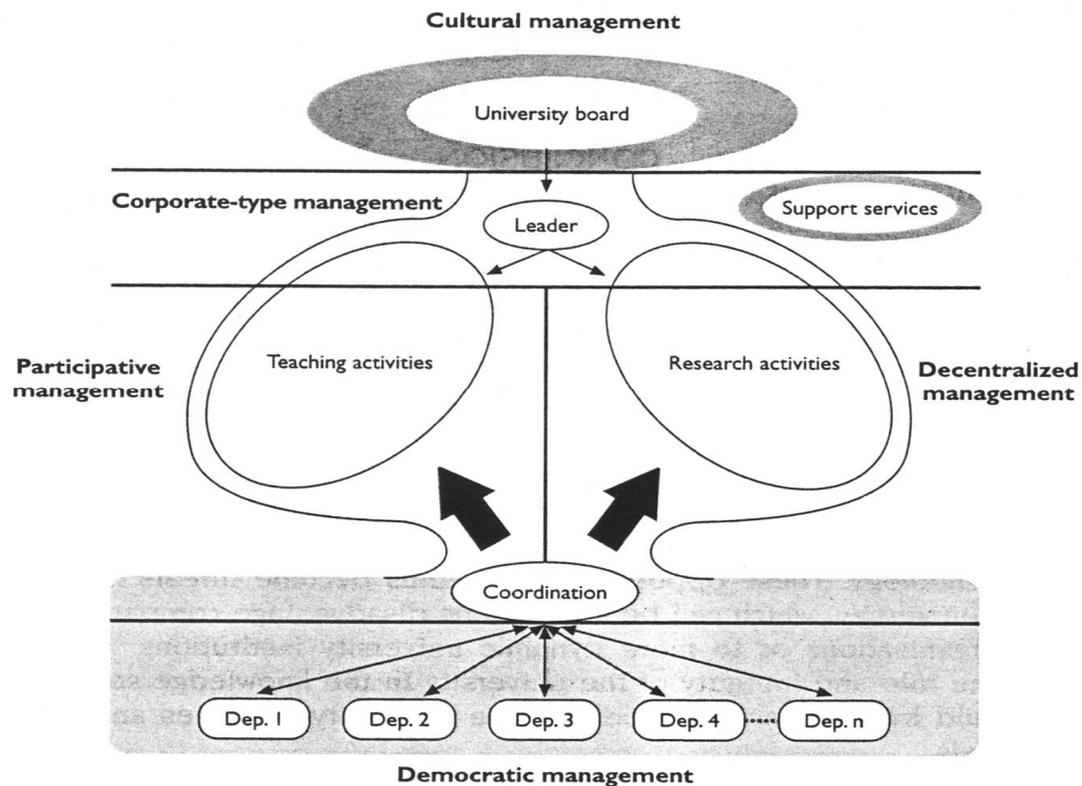
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How universities differs?

◆ Figure 7. *Proposed organisation and management model for the university*



Source: Santos (1996).



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Models of efficient management of higher education institutions (Key findings and results of the research project, Trunk 2010)

- **Aim - to develop the optimal model for management of HEIs** - higher education institutions which would meet the key challenges of HE
- **The study is based on two types of research**
 - basic (literature review) and
 - applied (survey in Slovenian HEIs, interviews with international experts)
- **The model has been defined as the mix of the following factors:**
 - the process of managing funds (resource management),
 - the process of managing students (management of education) and
 - the process of managing employees (management of human resources and research activities).



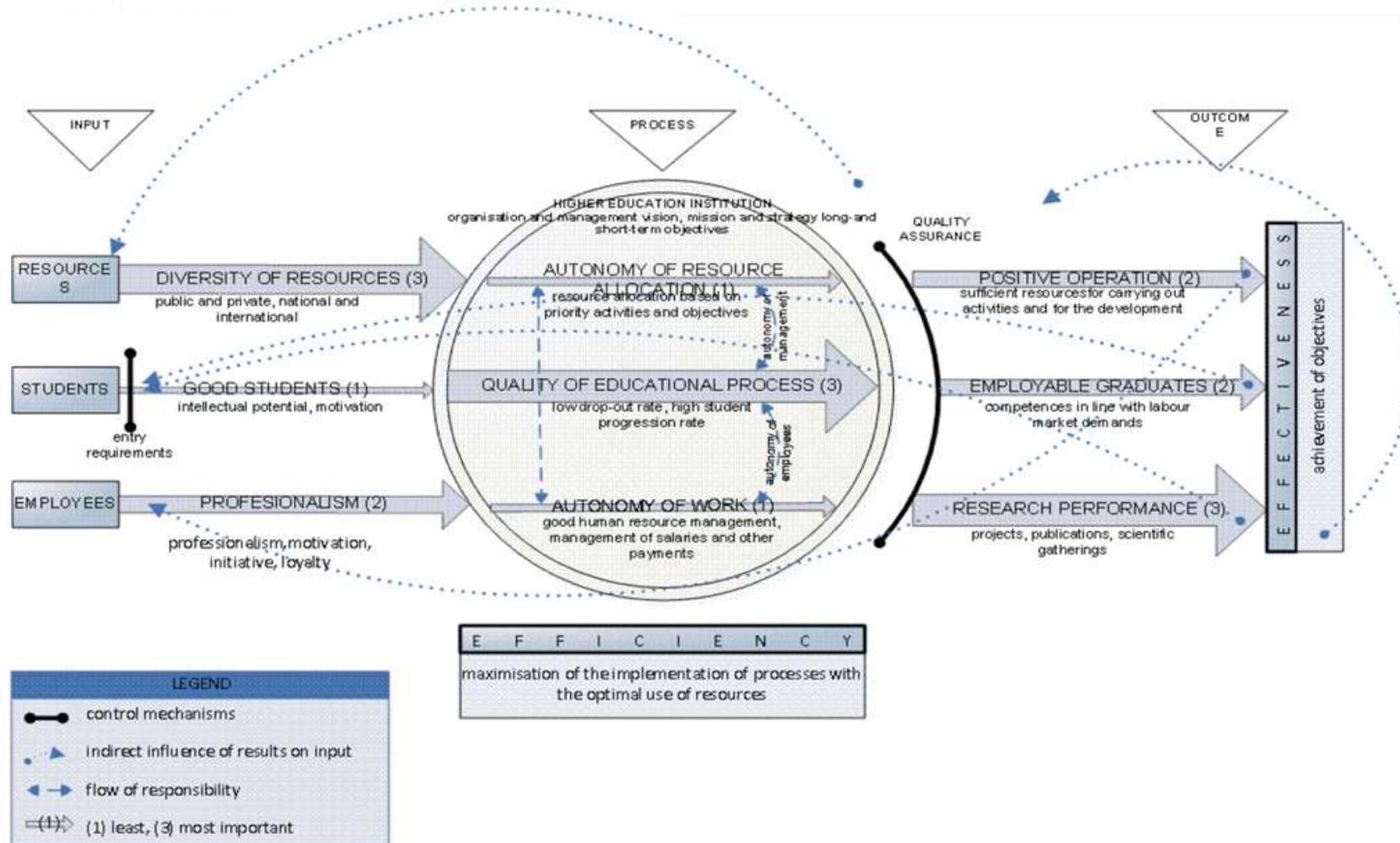
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„Optimal model“ of management of HEIs – quality of educational proces !!!



Source: Trunk et al., 2010.

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Managing the HE institution – the challenges of autonomy and responsibility

Quality standards in HE (EHEA) – Quality assurance

- ESG - The Standards and guidelines for QA in the EHEA as a tool for transparency and harmonisation HE in EU integration

HE Management – between autonomy and responsibility

By the term “quality assurance” we are referring to all activities leading not only to ensure the delivery of higher education in all forms according to agreed standards, but also to enhance higher education provision within the continuous improvement cycle.

Internal QA vs. External QA



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Quality standards in HE (EHEA)

- ESG - The Standards and guidelines for QA in the EHEA as a tool for transparency and harmonisation HE in EU integration
- HE Management – between autonomy and responsibility

EU – Quality was/is one of the pillar of Bologna proces

ENQA <http://www.enqa.eu/> and EQAR <http://www.eqar.eu/>

ESG <http://www.enqa.eu/index.php/home/esg/> http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

QA in relation to Bologna Declaration: Bologna Declaration provides an important movement for more transparency. It was recognised that **primary responsibility for quality is within institutions**. Most concrete requirements were required by the European Network of Quality Assurance Agencies (ENQA). Universities can operate in European HE Area **autonomously**, but clear national frameworks would be helpful. The quality assurance and accreditation are instruments to provide transparency for degree structure (B/M/D), Diploma Supplement (and diploma recognition), for credit system and for accreditation.



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<http://www.enqa.eu/>

The **European Association for Quality Assurance in Higher Education (ENQA)** is an umbrella organisation which represents quality assurance organisations from the European Higher Education Area (EHEA) member states. ENQA promotes European co-operation in the field of quality assurance in higher education and disseminates information and expertise among its members and towards stakeholders in order to develop and share good practice and to foster the European dimension of quality assurance.



EQAR's role is to provide clear and reliable information on credible and legitimate **quality assurance agencies** operating in EU, through decisions of the Register Committee.

<http://www.eqar.eu/register/map.html>



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ESG - *The Standards and guidelines for QA in the EHEA*

<http://www.enqa.eu/index.php/home/esg/> were adopted by the Ministers responsible for HE in **2015** following a proposal prepared by the ENQA in co-operation with the ESU, the EURASHE and the EUA.

ESG 2015 - Set of standards and guidelines for QA in EHEA agreed by all relevant stakeholders. They are not a definition of what quality in HE means, but they provide guidance, covering areas which are vital for successful quality provisions and learning.

- **Standard = what to do ("should");**
- **Guideline = why is important; how can you do it.**



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ESG - The Standards and guidelines for QA in the EHEA (3 parts):

- I. **SG for internal quality assurance** („direct” link with management)
- II. SG for external quality assurance
- III. SG for quality assurance agencies

Principles of ESG 2015

- HEI have primary responsibility for the quality of their provision and its assurance;
- QA responds to the diversity of HE systems, institutions, programmes and students;
- QA supports the development of a quality culture;
- QA takes into account the needs and expectations of students, all other stakeholders and society.



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Standards for internal. QA -1

1 Policy for quality assurance

2 Design and approval of programmes



3 Student-centred learning, teaching and assessment

4 Student admission, progression, recognition and certification



5 Teaching staff

6 Learning resources and student support

7 Information management



8 Public information

9 On-going monitoring and periodic review of programmes



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On-going discussion topics related to management and quality in HE:

- How „we“ understand „**autonomy**“ and how/where is present/practiced in the of HEI
- How „we“ understand „**responsibility**“ and how/where is present/practiced in the of HEI



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Thank you!



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