

# School Leadership in Transition - the case of Sweden

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## ***Attracting, recruiting, and supporting high performing school leaders***

School leadership policy needs to ensure that the best available candidates are attracted to the profession, selected for employment, and supported on the job.

This session focuses on policies aimed at recruiting competent people into the profession and providing incentives for high performance.

Topics for discussion may include innovative approaches to recruitment processes, employment status and wages.

State involvement in the training of school leaders was introduced at the end of the 1960s in Sweden, with the provision of short-term courses in a number of pedagogical and administrative areas.

During the first half of the 1970s, as a result of the Commission on Internal Work of Schools (SIA), the State emphasised the need for a foundation training programme for head teachers.

Introduced 1976.

Four steps of training was introduced:

1. *The recruitment training programme* for persons that wanted to become principals.

The training should give a broad view of different school leadership functions but have a focus on the national goals for education.

2. *The introduction training programme* was introduced to help new principals during their first years in office.

The main part of the education should be focused on the practical and administrative tasks of the principal, but it was also made very clear that the principal should be introduced into pedagogical leadership.

3. *The National Head teachers training programme* was to be given to all principals after about two years in office.

The programme runs during three years and comprises around 30 seminar days. The purpose of the training is to deepen the principals' knowledge and increase their understanding of the national school system, the national goals for the school and the role of the school in society and the local community.

*4. The continuation school leader programme* can simply be described as university courses and today also master programmes in educational leadership for school leaders.

1. *The recruitment training programme*
2. *The introduction training programme*
3. ***The National Head Teachers Training Programme***
4. *The continuation school leader programme*

The training goals of *The National Head Teachers Training Programme* are grouped into four main areas:

1. The national and local school goals
2. School management and school organisation
3. Development of educational activities
  - pedagogical leadership
4. Follow-up and evaluation.

1976 to 2001 only minor adjustments in the programme

Characteristics

# New ideas and new policy

1994 Curriculum

The Principal

Decentralisation

New National Agencies

The Old Parliament Decision not valid

Universities give recruitments, introduction and master courses

A new programme in 2002

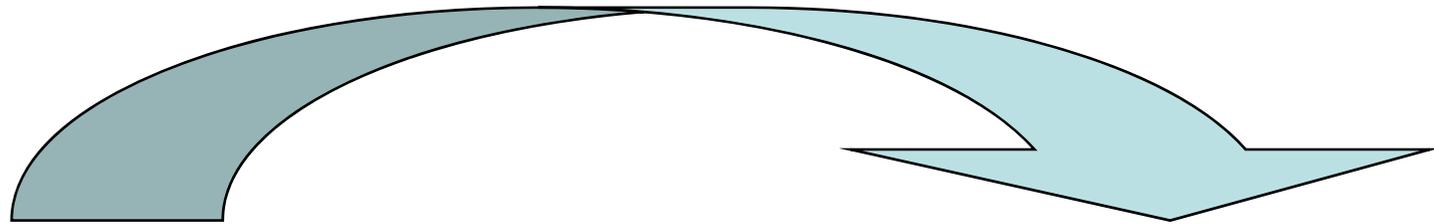
Learning Leaders

or

Democratic, Learning and Communicative Leaders

# Principals expected professional role in relation to new government policy for schools

Learning about the policy



New policy for support of low performing children

To be able to communicate and defend the policy

## Border-setting

(Understanding and embracing national and local political goals, the school's operational philosophy and work assignments.)

Yes

No

Yes	Democratic learning and communicative leadership	A leader that has abdicated from the democratic goal of schooling and gives the staff too much influence
<b>Dialogue</b>	Leader does not encourage dialogue but defends system goals in an authoritarian way	A effete leadership that avoids involvement in governing the school, hoping that everything will remain as it is.
No		

**Figure: Important leadership dimensions – dialogue and border-setting**

## The Learning Leader *programme in 2002.*

Goals: After having completed the training, the head teacher should:

- on the basis of democratic principles and with regard to individuals' integrity and equal value be able to lead and develop the school as well as asserting the rights of children and pupils to the education guaranteed in the government's legislation and regulations.
- have the ability to direct the organisation's learning towards better goal achievement and thereby bring into focus children's, pupils', co-workers' as well as his/her own learning
- understand the school as a learning organisation, his/her roll as chief and leader in a politically controlled activity as well as having insights into how control within the national and local government sectors affect the school's activities.
- understand the school's role in society as well as being able to work in accordance with the public education's task, be able to conduct him/herself in a professional manner with respect to the national and local government goals for the school and have developed his/her own goal direction and behavioural strategy.

- be able to explain and argue in support of the school's national and local government goals as well as leading his/her co-workers efforts with interpreting the goals and analysing the consequences the goals have for the activities in his/her own school and municipality.
- be able both verbally and in writing and through a dialogical approach to achieve better goal fulfilment in the school.
- be able to analyse and make visible how the school's traditions and culture, as well as the world around us and changes in society relate to the school's goals.
- together with co-workers, be able to use different methods for following up and evaluating as well as being able to draw conclusions on the basis of these results regarding the quality of the service and its need for development.
- be able, in a pedagogically way, tangible to make explicit the school's conditions and assert these needs not only for the school board but also for children, pupils, parents, co-workers and the society in general

Learning Leaders

Or

Democratic, Learning and Communicative Leaders

Change in policy – Global discussion

Two New Proposals

And

A New Government

And

One New Proposal

And

A New Agency Structure

## The present proposal

1. School law

2. Implementation, governing systems and Quality

3. School Leadership

Characteristics