Danish University Colleges

Comparative study of school leadership and the context within which school leaders work

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The **Partners** of the Project

The partners are well known and reputed providers of education for head teachers in their national contexts.

Collier

Collaborative Learning for Visionary Leadership

Be part of an innovative European project

A Comenius 2.1. project funded by the European Commission
The web-platform – a vehicle for collaboration and learning

The web-platform is specially designed for the project. The project will use the British National College for School Leadership's license to the Talk2learn community software. Therefore the participants in the project will have access to a wide range of existing resources.

It will allow all participants equal access to the online community where there will be a flow of vibrant dialogue between students and teachers.

The plan for the project
From autumn 2006 to spring 2008 four periods of studies will be implemented. In each period at least five school leaders from each of the partner institutions will take part in a specially designed module on leadership and organisation. The school leaders will form a virtual classroom, they will form study groups and work on various issues together. They will write cases in English receiving tutoring by facilitators from other countries or by the tutor at their home institutions. The cases will be presented to the other students and stored on the database. The cases will use practitioners' research methods like action research, scenario writing, organisation culture analyses etc.

One of the outcomes of the project is that this way of organising learning will become embedded into each of the participating institution's provision so that the framework will be continued after the project has stopped.

Collaborative Learning for Visionary Leadership

Bring together six European countries seeking to advance the best school leadership styles

The rationale behind the COLLIER project
In all European countries there is a change of paradigm in education.
- from teaching to learning
- from transfer of knowledge to students centred learning and project oriented work
- from self-sufficient teachers to team of teachers
- from homogenous classes to multicultural classes.

These changes are new challenges to school leaders. School leaders are no longer just managers, but should also be visionaries reflecting on and leading school development and improvement.

Practitioners’ research
The overall aim of the project is to enhance the quality of school leadership through generating a trans-national virtual learning community of school-leaders. Students will be mutually inspired by sharing best practice.

The school leaders who will become invited to the project will already be taking part in post-graduate studies or courses in their home institution.

Members of the participating institutions will facilitate the virtual learning community. The school leaders will become trained in research methodology and be encouraged to become reflective practitioners. They will share their findings with colleagues in other countries.

One of the outcomes of the project will be a collection of case studies of best practice, which can be accessed at www.collier-project.net
A Comparative Study of School Leadership and the context within which School Leaders work.
in Denmark, England, Northern Ireland, Slovenia, The Netherlands and Turkey

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March 2008
# Table of Content

## THE SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>5</td>
</tr>
<tr>
<td>England</td>
<td>6</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>6</td>
</tr>
<tr>
<td>Slovenia</td>
<td>7</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>8</td>
</tr>
<tr>
<td>Turkey</td>
<td>8</td>
</tr>
<tr>
<td>Comparative comments</td>
<td>9</td>
</tr>
</tbody>
</table>

## WHAT ARE THE CORE SCHOOL VALUES AND BELIEFS?

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>10</td>
</tr>
<tr>
<td>The Aims of the &quot;Folkeskole&quot;</td>
<td>10</td>
</tr>
<tr>
<td>England</td>
<td>10</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>11</td>
</tr>
<tr>
<td>Slovenia</td>
<td>11</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>12</td>
</tr>
<tr>
<td>Turkey</td>
<td>12</td>
</tr>
<tr>
<td>Comparative comments</td>
<td>13</td>
</tr>
</tbody>
</table>

## WHO OWNS THE SCHOOLS?

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>13</td>
</tr>
<tr>
<td>England</td>
<td>14</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>15</td>
</tr>
<tr>
<td>Slovenia</td>
<td>16</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>17</td>
</tr>
<tr>
<td>Turkey</td>
<td>17</td>
</tr>
<tr>
<td>Comparative comments</td>
<td>18</td>
</tr>
</tbody>
</table>

## HOW MUCH AUTONOMY IN DECISION-MAKING IS THERE FOR SCHOOLS?

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>18</td>
</tr>
<tr>
<td>England</td>
<td>18</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>19</td>
</tr>
<tr>
<td>Slovenia</td>
<td>20</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>21</td>
</tr>
<tr>
<td>Turkey</td>
<td>21</td>
</tr>
<tr>
<td>Comparative comments</td>
<td>22</td>
</tr>
</tbody>
</table>

## WHO ARE THE STAKEHOLDERS, THEIR INTERESTS AND CONTROL?

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>22</td>
</tr>
<tr>
<td>England</td>
<td>23</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>23</td>
</tr>
<tr>
<td>Slovenia</td>
<td>24</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>25</td>
</tr>
<tr>
<td>Turkey</td>
<td>25</td>
</tr>
<tr>
<td>Comparative comments</td>
<td>25</td>
</tr>
</tbody>
</table>

## WHO APPOINTS THE SCHOOL LEADERS, HOW ARE THEY RECRUITED, AND WHO APPOINTS THE SCHOOL LEADERS AND FOR HOW LONG A PERIOD?

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>26</td>
</tr>
<tr>
<td>England</td>
<td>26</td>
</tr>
</tbody>
</table>
CONCLUSIONS ................................................................................................................ 34

DOES THE JOB AS SCHOOL LEADER REQUIRE SPECIAL TRAINING? ...............29
  Denmark .................................................................................................................. 29
  England .................................................................................................................. 29
  Northern Ireland .................................................................................................. 29
  Slovenia ................................................................................................................ 29
  The Netherlands ................................................................................................. 29
  Turkey ................................................................................................................... 29
  Comparative comments ....................................................................................... 30

WHAT TITLE IS USED? .......................................................................................... 31
  Denmark ................................................................................................................ 31
  England ................................................................................................................ 31
  Northern Ireland ................................................................................................. 31
  The Netherlands ................................................................................................. 31
  Slovenia .............................................................................................................. 31
  Turkey .................................................................................................................. 32
  Comparative comments ....................................................................................... 32

WHAT IS THE DEFINITION OF ROLE AND RESPONSIBILITY? DOES THE JOB INVOLVE TEACHING RESPONSIBILITY? ................................................................................ 32
  Denmark .............................................................................................................. 32
  England ................................................................................................................ 32
  Northern Ireland ................................................................................................. 32
  The Netherlands ................................................................................................. 32
  Slovenia .............................................................................................................. 32
  Turkey .................................................................................................................. 33
  Comparative comments ....................................................................................... 33

HOW WELL – OR HOW LITTLE – ARE SCHOOL LEADERS REWARDED? ..........33
  Denmark ............................................................................................................... 33
  England ............................................................................................................... 33
  Northern Ireland ............................................................................................... 34
  Slovenia .............................................................................................................. 34
  The Netherlands ............................................................................................... 34
  Turkey .................................................................................................................. 34
  Comparative comments ....................................................................................... 34

CONCLUSIONS ........................................................................................................ 34
Introduction

This Comparative study is part of the European funded project COLLIER - Collaborative Learning for Visionary Leadership. The Collier Project is a collaborative initiative between six countries and seven institutions, which aims to bring together school leaders to share best practice. Currently, in all European countries, there are changes in paradigms in education which include a shift:

- from teaching to learning
- from transfer of knowledge to student centred learning and project oriented work
- from self sufficient teachers to a team of teachers
- from homogenous classes to multicultural classes

These changes present new challenges to school leaders. They are no longer just “managers” but are also expected to be visionaries reflecting on, and leading school development and improvement in the light of anticipated changes in economic and social conditions.

The overall aim of the project is to enhance the quality of school leadership through generating a trans-national virtual learning community of school-leaders. Students will be mutually inspired by sharing best practice and trans-national learning. It seeks to promote knowledge about, and openness towards other European countries and points of view.

One of the outcomes of the project is a comparative study on school leaders’ conditions in order to establish a common understanding of the new discourse among partners, to agree upon key notions, to investigate differences and similarities in school leaders’ tasks and conditions in Europe.

The comparative study is formed on basis of “state of the art” country report written by the partners in the project. The output of the country reports is an overview of school leaders’ tasks, overview of education of school leaders in the partner countries and a common understanding of core concepts. The country reports were all written on the basis of the following questions:

1. The Nature and perception of the School System
2. What are the Core School Values and Beliefs
3. Who owns the Schools?
4. What is the degree of Autonomous decision-making allowed to schools?
5. Who are the Stakeholders, their Interests and Control?
6. Who are the School Leaders, how are they recruited. Who appoints the School Leaders and for how long a Period?
7. Does the Job as School Leader require Special Training?
8. What Title is used
9. What is the Definition of Role and Responsibility? Does the Job involve Teaching Responsibility?
10. How well – or how little – are school leaders rewarded?
In order to make a comparison of the conditions and concepts in the different countries the answers to each question is copied one after the other in alphabetic order: Denmark, England, Northern Ireland, Slovenia, The Netherlands and Turkey. Following the 6 contributions to each question there are a few lines of comparative comments. The study ends with a short conclusion.


The School System

Denmark

The Danish education system at primary and secondary level comprises a one-year voluntary pre-school class and a nine-year compulsory primary and lower secondary school education, after which the student will have to make their choice of school career between either academically orientated courses (of general upper secondary education offered by the Gymnasium, the HF-courses and the vocational colleges) or the practically orientated vocational education and training courses offered by the technical and commercial colleges.

The “Folkeskole” is the Danish municipal primary and lower secondary school. Education is compulsory in Denmark for everyone between the age of 7 and 16. It is a matter of choice whether education is received in a municipal school, in a private school, or at home - as long as standards are met. It is education itself that is compulsory, not schooling. According to the Danish Constitution all children of compulsory education age have a right to free education in the “Folkeskole”. Since 1975 the Danish “Folkeskole” has been “comprehensive”. This means that in most cases the students will be able to remain in the same class group from the time they start pre-school at the age of six to completion of the ninth or tenth school year at the age of fifteen or sixteen.

The “Folkeskole” must comprise a one-year pre-school class. At the request of its parents a child must be admitted to a pre-school class in the calendar year of his or her sixth birthday or - under certain circumstances - one year before or after the sixth birthday. The pre-school classes have no centrally formulated aims or any curriculum guidelines - except that the pupils should become familiar with daily school routines. However in recent years a rising number of local school authorities have propose guidelines for the content of the activities taking place in pre-school classes.

Students who have successfully completed their 9th form work are offered the opportunity to transfer to 10th form (15/16yrs). This 10th form option is chosen by half of the school leavers.

Nearly all school-leavers continue in upper secondary education, either in vocational colleges (technical or commercial), or in schools providing general upper secondary education. The majority of the vocational
education and training programmes are offered at technical or business colleges as well as - to a limited extent - at adult vocational training centres (AMU).

**England**

Compulsory primary and secondary education

The statutory school age in England and Wales is from five to 16 years. By law, all children of statutory school age must receive efficient full-time education suitable to their age, ability, aptitude and to any *special educational needs* (SEN) which they may have, either by regular attendance at school or otherwise. Since September 1997, young people have been required to stay at school until the last Friday in June of the school year in which they attain the age of 16 currently the age limit for compulsory schooling is being considered by the UK Government.

In both England and Wales, in accordance with the Education Act 2002 (and earlier legislation), the period of compulsory education is divided into four *key stages*: key stage 1 for pupils aged five to seven years; key stage 2 for pupils aged seven to 11; key stage 3 for those aged 11 to 14, and key stage 4 for pupils aged 14 to 16 years – assessment of attainment occurs at the end of each key stage.

The majority of pupils transfer from primary to secondary school at age 11 although, where a system of *middle schools* exists (And these are now rare), pupils transfer at age eight or nine from a ‘first’ to a middle school, and subsequently to a secondary (or ‘high’) school at age 12 or 13.

The vast majority of secondary schools are *comprehensive schools* and do not select pupils on grounds of ability. Some cater for pupils up to the age of 16 only; others for pupils up to the age of 19. In England and Wales, most pupils transfer from primary to *post-primary* school at age 11.

**Post-compulsory education**

At age 16, when education is no longer compulsory, the majority of pupils in England, Wales and Northern Ireland continue their studies, either at school (in what is called the 6th form) or at a *further education institution* (which might be a 6th form College). It is more common for pupils wishing to undertake vocational education to transfer to a further education institution, although most schools offer a limited range of vocational courses. Most further education institutions offer both vocational and general academic courses. Currently vocational educational provision is being reviewed.

Pupils wishing subsequently to continue their studies at higher education level transfer to a higher education institution, usually around the age of 18.

**Northern Ireland**

In Northern Ireland, in accordance with the Education Reform (Northern Ireland) Order 1989, as amended by the Education (Northern Ireland) Order 1996, compulsory education is divided into four key stages: key stage
1 for pupils aged four to eight years; key stage 2 for pupils aged eight to 11; key stage 3 for 11- to 14-year-olds and key stage 4 for pupils aged 14 to 16 years.

Within Northern Ireland there is a common curriculum that children follow from Year 1 to Year 12 (from aged 5 to 16)
They must attend Primary school from age 5 (Year 1) to age 11 (Year 7)
They must attend Secondary school from age 11 (year 8) to age 16 (year 12)
After age 16 they may choose to stay at school and do their AS (Advanced Standard) and A2 (advanced Level 2) levels. Success in these advanced level examinations is necessary if they wish to go to university.

Within Northern Ireland there is still academic selection at the end of a child’s primary school career. They sit an examination (the 11 +) to decide whether they will go to a grammar school or a high school. A place in grammar school is much sought after and only the top performers in the 11 + will be offered places. In recent years, as a result of a declining birth rate, children with lower grades are being accepted into grammar schools.
Until recently teaching for As and A2 examinations after age 16 was the preserve of grammar schools. High schools are now free to offer post 16 education and many do.
There are no sixth form colleges but at age 16 pupils can go to local colleges of further (and increasingly higher) education. However it is now intended to stop academic selection. The details as to how this will be done have not yet been published.

Of course there is the inevitable exception to the above.
One area (Craigavon in mid Ulster) has opted for ‘comprehensive’ education. Here academic selection is delayed until the end of year 10 (age 14). This applies on both side of the ethnic divide. In practice this means three sectors:
1. Primary age 5 to 11 (years 1 to 7)
2. Junior High age 11 to 14 (years 8 to 10)
3. Grammar and High age 11 to 16/18 (years 11 to 12 /AS and A2 Level)

Slovenia
In Slovenia there is a common curriculum which children follow from Year 1 to Year 9 (from aged 6 to 15) They can attend Pre-school education from 1 to 5 but this is not compulsory. They must attend Primary school from age 6 (Year 1) to age 15 (Year 9). After age 15 they can choose the Secondary School: General secondary – Gimnazija (4 years) or Vocational School (3 or 4 years)
After completing the secondary school they sit an external (public) examination. Success in these examinations is necessary if they wish to go heavily over-subscribed universities. Examinations in primary schools are currently in the process of change. It is possible to receive part-time education at all levels of a young person’s schooling.
The Netherlands
Almost all 4-year-olds (99.3%) in the Netherlands attend primary school, although this is not compulsory until children reach the age of 5. The Netherlands does not offer formal education for the age group up to 4 years old (formally 5 years old).

Compulsory full-time education:

- Primary education (*Primair onderwijs*). Primary education consists of *Basisschool* (primary school) and *Speciale school voor basisonderwijs* (special school for primary education) Age 5-12

- Secondary education (*Voortgezet onderwijs*). Pre-university education (*Voorbereidend wetenschappelijk onderwijs*, consisting of *gymnasium* and *atheneum* – VWO) Age 12-18

- Senior general secondary education (*Hoger algemeen voortgezet onderwijs* – HAVO) Age 12-17

- Pre-vocational secondary education (*Voorbereidend middelbaar beroepsonderwijs*) Age 12-16

- Special secondary education (*Speciaal voortgezet onderwijs*) Age 12-18/20

Every child must attend school full time from the first school day of the month following his/her fifth birthday. Children must attend school full time for 12 full school years and, in any event, until the end of the school year in which they turn 16. Young people are then required to attend an institution providing courses for this purpose for at least two days a week for another year. Those who have a practical training contract in a particular sector of employment attend classes one day a week on a day release basis and are in other employment for work the rest of the week.

Compulsory education up to the age of 16 is free of charge, although in secondary schools the parents bear the costs of schoolbooks.

Turkey
Turkey has a centralized education system, which at its top managing function the Ministry of National Education (MNE). Transfer of authority and responsibility to the provincial organization of the Ministry of National Education, requires modification to the Law of Organization of the Ministry of National Education.

Education and instruction take place under the control of the government, in line with Atatürk's principles and based on the essentials of modern science and education. Educational establishments operating contrary to these principles cannot be opened.

Formal Education
Formal education is concerned with the education of individuals within a certain age group and is provided by schools in accordance with a definitive curriculum. Formal education includes Pre-Primary education, primary education, secondary education and higher education institutions.

**Pre-Primary Education**
Pre-primary education involves the education of children in the age group of 3 to 5 who have not reached the age of compulsory primary education, on an optional basis. Pre-primary education institutions may be established as independent infant schools or, where considered necessary, as nursery classes within a primary education school or as practice classes affiliated to other related education institutions.

**Primary Education**
Primary education involves the education and training of children in the age group of 6 to 14. Primary education is compulsory for all male and female citizens and is free at State schools.

Primary education institutions consist of eight-years of schooling where continuous education is provided and primary education diplomas are awarded to the graduating students at the age of 14.

**Secondary Education**
Secondary education includes all education institutions of a general or vocational and technical character of at least three years following primary education (i.e. 14 – 17)

**Comparative comments**
Education at primary and secondary level is compulsory for certain age groups in all the countries involved in this comparative study. There is a difference concerning the age for compulsory education primarily in regard to the age children start school. In Northern Ireland children start when they are 4 years old. In England, Wales and The Netherlands, children start when they are rising 5 years old. In Slovenia and Turkey the children are 6 years old when they start and in Denmark children start compulsory education when they are 7 years old. All the countries offer non-compulsory pre-school education but differ in regard to when the children can attend (from year 1 in Slovenia to year 6 in Denmark). Most countries have compulsory education until 16. For Slovenia it is 15 and Turkey 14 years of age.

Denmark has a “non-age-divided” comprehensive schools for compulsory education and so does Slovenia (Also Turkey). Most of the other countries divide their compulsory education into primary level schools and secondary level schools even though secondary level has different meanings in the countries involved in this comparative study. Northern Ireland and The Netherlands also have academic selection at age 11.

Compulsory education is for all the countries involved free of charge.
What are the Core School Values and Beliefs?

Denmark

If interrogated on the core values and beliefs of the “Folkeskole” teachers and school leaders will refer to the aims of the “Folkeskole”.

The Aims of the "Folkeskole"

(1) The “Folkeskole” shall – in cooperation with the parents – further the pupils’ acquisition of knowledge, skills, working methods and ways of expressing themselves and thus contribute to the all-round personal development of the individual pupil.

(2) The “Folkeskole” shall endeavour to create such opportunities for experience, industry and absorption that the pupils develop awareness, imagination and an urge to learn, so that they acquire confidence in their own possibilities and a background for forming independent judgements and for taking personal action.

(3) The “Folkeskole” shall familiarise the pupils with Danish culture and contribute to their understanding of other cultures and of man’s interaction with nature. The school shall prepare the pupils for active participation, joint responsibility, rights and duties in a society based on freedom and democracy. The teaching of the school and its daily life must therefore build on intellectual freedom, equality and democracy.

The following features are especially remarkable in the Danish “Folkeskole”: One of the tasks of the school (in co-operation with the parents) is to foster children’s independence and to promote a sense of responsibility. At the same time, being brought up to become a useful member of social communities is just as important as the individual child’s own personal development. This value of social equality underlies the comprehensive concept, which enables children to remain in the same pupil group, with the same classmates from year 1 to year 9. It means that the pupils in a class will have different social backgrounds and mixed abilities. Classes facilitate an atmosphere of tolerance, intellectual freedom, as well as a democratic dialogue.

England

The basic principle underlying compulsory education is that it should provide a balanced and broadly based curriculum which is suitable to the child’s age, ability, aptitude and to any special educational needs (SEN) the child might have. As established under earlier legislation, section 78 of the Education Act 2002 in England and Wales states that a balanced and broadly based curriculum is one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society; and
- prepares such pupils for the opportunities, responsibilities and experiences of later life.
Northern Ireland
The core value is to provide the best education possible for each individual pupil. Beliefs will inevitably vary on either side of the ethnic divide. Catholic schools perceive themselves as Catholic faith communities where every activity and thought is imbued with the values of the Roman Catholic Church. All subjects must reflect catholic teaching. The recognition of Lent, feast days etc. and preparation for first communion and confirmation etc. are outward signs of the underlying faith, especially in primary schools.

The state schools have tended to have a protestant ethos (with less visible outward signs) although with a higher catholic birth-rate some state schools now have a large percentage of catholic pupils and are adapting accordingly. As noted above some have sought integrated status which has a strong humanitarian base. Here religion is not taught as a subject but chaplains from the different faiths are encouraged to visit the school. The Catholic Church will not appoint chaplains but some priests have become involved on an independent basis.

Slovenia
The entire reform of the public school system in Slovenia was based on the common European heritage of political, cultural and moral values manifested in human rights, “a state governed by the rule of law, pluralistic democracy, tolerance and solidarity.” These were consolidated in the following three key stages:
(a) Changes in educational legislation;
(b) Curriculum reform;
(c) Implementation and evaluation.

All three steps of this educational reform contributed to the increased efforts in the field of securing special support for active participation of children in schools and schooling and society, in introducing citizenship education into the national curriculum.

The Starting Points for Curriculum Reform which formed one of the most important documents of the educational reform of the Slovene public education systems emphasized that the concerns of the educational system are:
- Individuals and their development (as cultural, creative, and working social beings aware of their environment),
- Freedom and responsibility of those who participate in the education of pupils, parents,
- Equal opportunities in education for all individuals and different social groups,
- Tolerance and solidarity as contents and as a way of educating, national identity and openness to international cooperation.

The White Paper on Education in Slovenia (1996) and the new educational legislation which came in force in 1996, both of which set systemic, normative and legislative frameworks of the entire educational system stresses that the main aims of the public educational system in Slovenia take into account a number of
recommendations by leading international organisations in the field of citizenship education, e.g. the European Commission, the Council of Europe, UNESCO, and OECD. Article 2 of the Elementary School Act states that the main aims of elementary education in Slovenia are:

- developing consciousness of citizenship and national identity, knowledge about Slovene history and its culture,
- educating for general cultural values of civilisation that originate in the European tradition.
- Educating for mutual tolerance, respect for differences and cooperating with others, respect for human rights and basic liberties, thus developing abilities required for living in a democratic society (Elementary School Act, article 2).

The Organization and Financing of Education Act:

- Sets the goals on which active citizenship in all aspects of elementary, lower and upper secondary education is based. These include education conducive to mutual tolerance, developing consciousness of gender equality, respect for differences, co-operation, respect for children's and human rights and basic liberties, developing equal opportunities for both sexes, - all leading to developing the abilities needed to live in a democratic society,
- securing equal educational opportunities for areas with special problems in development,
- securing equal educational opportunities for children from socially disadvantaged background,
- Securing equal educational opportunities for children, youths and adults with special educational needs (The Organization and Financing of Education Act, Article 2).

The Netherlands

Important themes for education policy are:

- Completing education: no one may leave school without completing their education.
- Autonomy of schools: Schools pursue professionalism, quality and innovation in line with their own educational vision. Schools have the right to enforce and protect their ideological bases and traditions.
- Quality: to guaranty the quality all schools have to reach the nationally-defined standards.
- Accountability: accountability through inspection, to as represented by government parents and to society.
- Integration: integration of all children into Dutch education to give them all the same life chances

Turkey

When asked about the core values and beliefs in the teachers and school leaders will automatically relate to the aims of the education level, which they work.

The Aims of the Pre-primary

The objective of pre-primary education is to ensure that children develop physically, mentally and emotionally and acquire good study habits, so that they are prepared for primary education; that a common
environment of upbringing is provided for children who come from disadvantaged backgrounds and that they learn to speak Turkish properly and correctly.

Pre-Primary education institutions and independent nurseries are opened as nursery classes and have practical classes within those formal and non-formal education institutions with suitable physical capacity.

The Aims of the Primary Education
The objective of primary education is to ensure that every Turkish child acquires the necessary knowledge, skills, behaviour and habits to become a good citizen and is raised in accordance with the ideas of national moral standards and that he/she acquires the skills for the next level of education and overall life-skills in accordance with his/her interests, talents and capabilities.

Primary education institutions consist of schools where continuous education is provided for eight years and primary education diplomas are awarded to the graduating students.

The Aims of the Secondary Education
The objectives of secondary education are to give students a common overall knowledge of basic subjects and to familiarize them with problems of the individual and society and to promote problem-solving. Also to gain the awareness that shall contribute to the socio-economic and cultural development of the country and to prepare them for higher education, and a profession or other employment in line with their interests and aptitudes.

Comparative comments
The core values and believes for the schools differ among the countries. Slovenia and Denmark focus on both the individual pupil’s personal development and independence and on becoming useful members of social communities based on democratic values and tolerance. In England and Wales focus is on the pupil’s individual development spiritually, morally, culturally, mentally and physically. Northern Ireland is divided: Catholic schools have values related to the Catholic Church, State schools tend to have protestant ethos and integrated schools have a humanitarian base. In Turkey, school leaders relate their activity to the education level where the necessary knowledge and skills for becoming a good citizen is attained. The Netherlands also focuses on these aspects of education. Everyone must have such an education to a specified national standard. The Netherlands differs from Turkey in regard to school autonomy and in that sense may seem to be closer to Northern Ireland. Schools in the Netherlands have the right to enforce and protect their ideological bases and tradition.

Who owns the schools?
Denmark
The majority (88%) of the children/students attend public schools (institutions). Denmark has a tradition of private schools which receive a substantial government subsidy. About 12% of all children at basic school
level (including the voluntary pre-school class and 10th form) attend private schools. In 1998 approx. 73,000 children attended 429 private schools, while 541,000 pupils attended the municipal state schools.

The secondary level divides into general upper secondary education and vocational secondary education. General upper secondary (“Gymnasium”) was formerly the most centralised school form in Denmark. The counties are responsible for all matters, except curriculum and examinations. With the abolishment of the counties after 1st January 2007, the school boards now run the schools as independent/self-governing institutions. Vocational secondary colleges have been independent for many years.

Financing
In Denmark, the education system is financed either by the State, the counties, or the municipalities. Some institutions are self-governing, while the State, counties or municipalities also own other institutions. The different levels of the Danish education system, which belong under the responsibility of the Ministry of Education, are funded by means of the so-called "taxi-meter system" (i.e. according to the principle of "the money follows the student" – Cf UK). The overall principle is concerned with target and framework control, both in legal and financial terms, but also with extensive autonomy to the institutions.

The “Folkeskole”
The “Folkeskole” is a municipal school and municipal schools are not financed according to the “taxi-meter” system. The municipalities decide themselves which system of financing they want to use for the schools under their responsibility, but the Ministry of Education has laid down certain minimum requirements. Generally speaking, schools in larger towns or cities are run by the municipalities, whereas schools in smaller towns have a higher degree of autonomy - also in financial matters.

England
The Education Act 1944 established three phases of education: primary (five to 11 years), secondary (11 to 15 – and later 16 years) and further education (which included what later became known as higher education). Secondary education was made available to all pupils based on age, ability and aptitude. Most local authorities set up grammar schools for the more able pupils, and also secondary modern schools, and in some areas, technical schools. The 1944 Act also established the system of voluntary controlled and voluntary aided (church) schools. Voluntary controlled schools had no financial accountability but retained control of religious education and worship. Voluntary aided schools had financial responsibility for building maintenance and provision (partly aided by central government) but also independence in terms of staff employment and pupil admissions.

During the 1960s there was growing support for 'comprehensive' secondary schools – schools which catered for all children regardless of ability. The movement for comprehensive schools was encouraged by the publication by the Labour government of Circular 10/65 (DES, 1965), which called for local authorities to
submit schemes for the reorganisation of education on comprehensive lines. Although most areas adopted this system, some areas of England did not and still retain grammar schools.

In England, the Department for Education and Skills (DfES – now the Department for Children, Schools and Families – DCSF)) provides funds to the various statutory and non-statutory agencies for education including the Learning and Skills Council (for post-16 education) and the Higher Education Funding Council for England (HEFCE). Funds are also provided to local authorities for education services in the local area – although the majority of these are devolved to schools.

All central governments funding for education in Wales is provided through the National Assembly for Wales (NAfW). The Assembly decides the sums to be spent on its various areas of activity, including education, and distributes resources to local authorities, the National Council for Education and Training for Wales (known as ELWa) and the Higher Education Funding Council for Wales (HEFCW).

In England and Wales, private schools are generally known as independent or public schools. The Education Act 1996 (as amended by the Education Act 2002) defines an independent school as:

"any school at which full-time education is provided for- (a) five or more pupils of compulsory school age, or (b) at least one pupil of that age for whom a statement is maintained under section 324, or who is looked after by a local authority (within the meaning of section 22 of the Children Act 1989), and which is not a school maintained by a local education authority (LEA) or a special school not so maintained."

Most independent schools are financed by means of fees paid by parents and, in some cases, also by donations and grants received from benefactors.

The Education Act 2002 provided a new statutory regime for independent schools. Providers of independent schools must register with the Secretary of State or the National Assembly for Wales (NAfW). Independent schools which are found not to be providing satisfactory education can be closed down by removal from the register.

Schools must meet standards covering the quality of education, spiritual, moral, social and cultural development of pupils, welfare, health and safety of pupils, suitability of the people running the school, standards of premises, and provision of information and handling complaints.

Maintained schools in England and Wales are funded by local authorities (LAs), which receive their funding via grants from central government and money raised by the local authority itself.

Northern Ireland
There are three main school sectors in Northern Ireland.

- The state and mainly, protestant system.
• The catholic system
• The, much smaller, integrated sector.

When the state of Northern Ireland was set up in 1921 it was Unionist (protestant) dominated. The state education system therefore reflected this. The Catholic Church wanted to continue to be responsible for the education of Catholics and eventually a settlement was reached where the catholic system would be partially funded by the state but also have independence of action.

In the 1970s, in reaction to the above ethnic division of education, a voluntary integrated sector emerged. It has since gained recognition and is now partially funded by the state. This sector has never used academic selection for secondary schools and offers 50% of places to Catholic’s and 50% of places to Protestants. Some state schools who with falling protestant numbers had begun accepting more catholic’s have applied for and been granted integrated status.

There is also a very small Irish language sector, mainly at primary school level but with at least one secondary school.

Until the advent of the common or national curriculum in the 1980s schools were free to teach what they liked. In practice the requirements of the public examinations decided the content of the curriculum and therefore, despite a theoretical independence, schools, on both sides of the ethnic divide, had remarkably similar curriculum. Within the catholic sector there was a greater emphasis on the teaching of Irish, the teachings of the Catholic Church, Irish history and Gaelic games. At primary and later secondary level (when they were allowed to offer education degrees) catholic teacher training colleges trained catholic teachers. The Northern Ireland Department of Education inspected all schools irrespective of religious denomination.

Since the 1980s there has been a common or national curriculum which all schools must follow. The advisory service of the Local Education and Library Boards became more significant and all schools were more closely inspected. However the grammar schools, from both sides of the ethnic divide, remain a powerful group and have made common purpose in resisting efforts to remove academic selection at age 11.

Also since the 1980s schools have been given control over their own budgets. The Board of Governors receives a sum, based on the number of pupils, and spends it as it sees fit. Thus the boards of governors have become more important and more powerful. They have more freedom in hiring and firing and in setting salary levels, especially for Heads. Heads are normally appointed with an open ended contract.

**Slovenia**
98% of all schools are public and only less than 2% are government-dependant private
(Catholic, ‘alternative’ pedagogic such as: Waldorf, Montessori)
The Netherlands
According to the Constitution people have the right to found schools and to provide teaching based on religious, ideological or educational beliefs. As a result there are both publicly run and privately run schools in the Netherlands. Some 70% of pupils attend privately run schools.
Public and private schools are statutorily equal. This means that government expenditure on public education must be matched by spending on private education. The freedom to organise the curriculum and pedagogy is however limited by the qualitative standards set by the Ministry of Education, Culture and Science in educational legislation.

A distinctive feature of the Dutch education system is the combination of a centralised education policy with decentralised administration and management of schools. Central government controls education by means of regulations and legislation, taking due account of the provisions of the Constitution. Its prime responsibilities relates to the structuring and funding of the educational system, the management of public-authority institutions, inspection, examinations and student support. Central government also promotes innovation in education. The Minister is, moreover, responsible for the coordination of science policy and for cultural and media policy.

Primary and secondary school management operates at both regional and local level. Both schools differ in management at school level. The involvement of the provincial authorities mainly takes the form of statutory supervisory and judicial duties. The Provincial Council ensures the availability of adequate numbers of publicly run primary and secondary schools and acts as the appeal body for private schools with regard to decisions taken by the municipal authorities. The role of the provinces is limited with regard to the management of schools and the curriculum. The municipal authorities are the local authority for all schools in the area, whether publicly or privately run.

Turkey
Pre-Primary Education
96,1 % Public
3,9 % Government dependent private

Primary Education
91,2 % Public
8,8 % Government dependent private

Secondary Education
97,7 % Public
2,3 % Government dependent private
Comparative comments
The ownership of schools differs in the countries in this study. Turkey, Slovenia and Denmark have a high percentage of public schools (from 88 % in Denmark to 98 % in Slovenia). Whereas 70 % of pupils in The Netherlands attend privately run schools. Northern Ireland has three main schools sectors: The state mainly protestant system, the catholic and the integrated system – the last two private but partially funded by the state. Even though there are private schools in each of the six country most of then receive some kind of public funding. In the Netherlands private and public schools are given the same funding which means that the government expenditure on public education must match the spending on private education. England has a long tradition for public funding of schools. Most private schools in England are financed by means of fees paid by parents and, in some cases as charitable institutions also by donations and grants received from benefactors.

How much autonomy in decision-making is there for schools?

Denmark
The Danish “Folkeskole” is centrally regulated by the Folkeskole Act, which sets the framework for the activities of the school. This means that all municipal schools have common aims, common provisions for the subjects that are to be taught at the different form levels, common provisions for the core knowledge and proficiency areas of the subjects, and common provisions for the organisation of the school system. The central administration of the “Folkeskole” is in the hands of a department in the Ministry of Education. The Danish Parliament makes the decisions governing the overall aims of the education, and the Minister of Education sets the targets for each subject, It is the responsibility of the individual municipality to decide how the schools of the municipality are to function in practice, within the framework of the Act.

The Ministry of Education publishes curriculum guidelines for individual subjects. However the teaching staff of the school has a great impact on the structure, culture and day-to-day life of the school. Similarly, the teachers’ union (“Danmarks Lærerforening”) is a powerful partner in the development of educational policy.

England
The key body for the management of schools is the governing body – this body has the role of employer and the responsibilities of appointment of staff and ensuring that the school meets the requirements of the government regarding the curriculum and its implementation.

The governing body is made up of volunteers (i.e. no payment is received although expenses may be claimed). The composition should include representatives of the local community, and include at least one governor who represents the business community. One governor also must accept responsibility for the care of special educational needs within the school; another will act as the “financial” representative on the governing body and give critical advice with regard to the budget which has to be submitted annually. This latter must always be balanced – there is NO possibility of the governing body presenting to the local authorities or government what is regarded as a “deficit” budget. This accountancy exercise is challenging and is the sole concern of the governing body in the first instance, although the local authority may give
advice. The governing body will include a “teacher-governor” whose role is to represent the interests and ideas of the teaching body of the school.

The Head teacher may elect NOT to be part of the governing body, but in the majority of cases the Head teacher will be a PART of the governing body, but unlikely to be the chair of governors.

Being the Chair of governors is a significant role and is therefore often undertaken by those who have the time to do this. The Local authority will nominate a governor to represent the interests of the wider community.

Each school has a significant degree of autonomy. The budget allocations made by the government to the local authority HAS to be devolved to individual schools. The local authority retains responsibility for the support of students with special educational needs and other similar statutory requirements, but the majority of all budgetary activity sits with the school. This includes the support for continuing professional development.

Schools therefore via their governors are employers and are supposed to run their schools as businesses within the requirements of the National Curriculum and Governmental aegis. Funding follows the student, so the amount of budget with which the school can operate is contingent upon making their provision “attractive” to potential parents and their children – increased number of students = increased amount of money – therefore the value added aspects of the curriculum are very important. Within these budget constraints, the school via the governing body and the Head teacher has a great deal of autonomy as to action and the management of the “business” – this has to be contextualised within the governmental requirements of fulfilling the National Curriculum, meeting the educational needs of the students, and working within the budget requirements set by the school population and local authority arrangements.

Northern Ireland
As far back as 1983, before the advent of the national curriculum in England and the Common Curriculum in Northern Ireland, although the schools had curricula autonomy over what they taught. This, in practice, produced a narrow inert curriculum (almost a closed system) that was unsuited to a rapidly changing economic environment, as the old industrial certainties disintegrated. However, at the same time, schools (primary and secondary) had very limited control over their finances and even everyday repairs had to be approved by the Local Authority.

Now the situation is reversed. Schools must follow the national curriculum and associated innovations but they have control of an allotted budget. Curriculum reform is decided nationally or in Northern Ireland's case regionally. For example, research indicating a link between socio-economic status (really location) and attainment has led to 'Neighbourhood Review’. This involves teachers leaving school to go on courses to learn about this initiative or education officers visiting schools to advice on implementation. It follows on from the 'Reading Recovery Scheme'.
Obviously there are many constructivist perceptions surrounding the above, including the writer’s, but the essential reversal from curricula impotence to curricula autonomy and from 'budget' subservience to control of a fixed sum is fair comment. Obviously it has implications for the philosophical perception of the role of the teacher and his/her (usually her) continuing professional development.

**Slovenia**

The municipalities are the providers of public elementary schools, the salaries and material costs being allocated from the state budget while the maintenance and above standard expenses are covered by the municipalities.

Public upper secondary schools however are fully financed through the state budget. The provider here is the state. For some professional, vocational schools and some FE institutions the co-founders may be companies. In these cases they also co-provide practical training and education (e.g. School for Telecommunications). There were some private FE schools founded in the last 10 years.

Additional material resources can be acquired through School Fund or by renting the school premises and in the selling of products in the market (which can be the case of vocational and professional schools). These resources have to be re-allocated to inform teaching technology or to the general development of a school. The budget, assigned to a school, is defined by *The Organization and Financing of Education Act*, The Rules on norms and standards and by other Acts and Rules. The resources are allocated for defined purposes which means schools need to use them in accordance with legislation related to area of public finances.

The deregulation of the school system and introduction of enhanced autonomy for schools which was the aim of the bilateral project MOFAS - Modernisation of financial and administration system - in the school year 2005/2006 a group of 30 upper secondary schools was formed in order to 'test' the new system, which brings about »lump-sum« financing system. The aim of the project is to develop a system which supports more careful and rational planning of school activities and expenses and allows schools to be flexible in forming the classes, groups and in the whole organization of school work. Head teachers are responsible for the division of teachers' workload at the school level, particularly with regard to the division of contact hours and other extracurricular activities. Employment requirements are defined and stipulated by the educational legislation, collective agreement and rules on norms and standards. The budget for stimulating and awarding good performance includes an element of performance-related pay.

**Curriculum development and implementation**

The National Curriculum is mainly defined at the state level and approved by the professional council for general, professional education or council for adult education. Schools are flexible and therefore may differ with regard to optional subjects. In gimnazija there are 17 hours of optional choice of subject per student ; however, many of these hours are used as additional hours for matura subjects (e.g. maths). The idea of “choice” has not been fully and successfully implemented in this regard. In vocational schools, there is up to
20% of 'open curriculum' through which needs are expected to be met. New programs are by the rule of thumb - interdisciplinary. Despite the national curriculum, the professional autonomy of teachers related to choice of textbooks and methods of teaching is emphasized, although paradoxically also limited by the forms of external examinations such as Matura.

The timetable, is the task of the head teacher in accordance with legally defined maximum weekly workload for students and teachers. The Minister defines the school year in the school calendar. The dates of national external exams and Matura are announced by schools on the basis of Rules of assessment and Matura rules. Extra-curricular activities are defined by a school in accordance with an approved curriculum. The School Council adopts the annual and business report.

Generally speaking, there is a balance between autonomy and transparency and accountability, although the autonomy is also well framed by the legal framework. Transparency of action and decision-making is shown through the reports and plans submitted to the School Council.

**The Netherlands**
Both private and public schools (primary and secondary education) must have a legally recognised competent authority, also referred to as the school board. The competent authority administers and manages the school or schools for which it is responsible (all material aspects of the organisation of a school, determining policy on the curriculum, personnel matters and the admission of pupils). The competent authority is responsible for what goes on in the school insofar as this is governed by statutory regulations. Some of its powers may be delegated to the school head, but responsibility continues to lie with the competent authority.
- In the case of public primary and secondary schools, the municipal executive may act as the competent authority. Alternatively, the municipal council has been able, since 1997, to opt to delegate the tasks performed by the municipal authorities as the competent authority of publicly run schools to some other type of body governed by public law.
- The competent authority of private schools is an administrative body governed by private law.

There are two types of school board or competent authority: associations and foundations, the latter being the most common. There are no intermediate levels of management between government and adult and vocational education institutions. Institutions for higher professional education and universities are fully autonomous. The Education Inspectorate, for which the Minister of Education, Culture and Science is responsible, supervises the quality of education. The Inspectorate bases its assessments on the principle that the institutions themselves bear primary responsibility for the quality of teaching.

**Turkey**
The degree of decision-making autonomy for schools is limited in pre primary, primary and secondary education for all public and private institutions. The Turkish Education System is centrally regulated by The Basic Law of National Education, which sets the framework for the activities of the school. This means that
all schools have common aims, common provisions for the subjects that are to be taught at the different form levels, common provisions for the central knowledge and proficiency areas of the subjects and common provisions for the organization of the school system. The central administration of the education schools is in the hands of the different departments related to different school levels in the Ministry of Education. The Ministry of Education publishes curriculum guidelines for the individual subjects.

Comparative comments
For most countries in this study there seem to be a high degree of autonomy in certain areas except for Turkey. The curriculum is formed and decided at national level but how the schools are to function in regard to staff, organisation and economy is a matter for the local authority. Most schools have some kind of school board as the governing body. In Turkey the Turkish Ministry of Education sets the frameworks for the activities of the school as well as publishes curriculum guidelines for the individual subjects.

Who are the Stakeholders, their Interests and Control?

Denmark
The main stakeholders in the “Folkeskole” are the school board, advisory bodies and the Folkeskole Council. These stakeholders work closely together with the local authority or the Ministry of Education.

Parental influence on school life is strong and ensured through a school board. The school board consists of 5-7 parent representatives, 2 pupil representatives and 2 teacher representatives. The school board lays down the principles for the activities of the school, including such matters as the organisation of the teaching, the number of lessons of the pupils at each form level, the supply of optional subjects, the provision of special education at the school, and the distribution of pupils in classes; co-operation between school and home, information of parents about their children’s progress at school, distribution of the workload between the teachers, and joint arrangements for the pupils during school hours, school camps, work experience, etc. The school board approves the budget of the school and the teaching materials, and it draws up the rules of conduct of the school. Furthermore, it draws up a proposal for the curricula of the school to be submitted to the municipal council. The municipal council consults the school board on issues relating to the school in question.

Each school has a pedagogic council, which acts as an advisory body to the Headteacher. The council consists of all staff performing teaching and pedagogic tasks at the school. In addition to its advisory function, the most important function of the pedagogic council is to provide a forum for debate on educational issues and innovation at the school. Also in all schools with 5th form or higher form levels, the pupils are entitled to set up a pupils’ council. The pupils’ council shall appoint representatives of the pupils for committees, for instance, set up by the school to discuss matters of general importance to the pupils. However, this does not apply to committees where participation by the pupils would be contrary to other legislation. In municipalities without a joint advisory body, the municipal council shall - at least twice a year - hold a meeting between representatives of the school boards and the municipality, for discussion of
questions concerning the conditions and development of the local school system. The municipal council may decide that others may attend the meetings.

The Minister of Education shall set up a Folkeskole Council. The Folkeskole Council acts as an advisor to the Minister in all questions relating to the “Folkeskole”. In this context the council may make recommendations to the Minister on the initiation of development work and research projects in relation to the “Folkeskole” and the youth school. The council shall consist of a chairman and 20 members. The Minister of Education shall appoint the chairman and 2 members with specialist and pedagogical expert knowledge. The other members of the Council shall be appointed by the Minister of Education from the following: Local Government Denmark, the National Association of School Parents, National Union of Danish School Pupils and the associations of youth school pupils, Danish Association of Headmasters, National Federation of Youth School Headmasters, Danish Union of Teachers, National Federation of Teachers in Adult and Youth Education, Danish Federation of Early Childhood Teachers and Youth Educators, Danish Association of School and Cultural Directors, Association of County Councils in Denmark, Council for Basic Vocational Education and Training, Council for General and Vocational Upper Secondary Education and the Danish Youth Council and the Joint Sports Council.

England
The Qualifications and Curriculum Authority (QCA) is a non-departmental public body (NDPB) formed in October 1997 by the merger of the School Curriculum and Assessment Authority (SCAA) and the National Council for Vocational Qualifications (NCVQ). It is currently sponsored by the Department for Children and Schools and Families (DCSF) and governed by a board whose members are appointed by the Secretary of State for Education and Skills. Its prime duty is to advise the Secretary of State for Education and Skills on all matters affecting the school curriculum, pupil assessment and publicly funded qualifications offered in schools, colleges and workplaces. Its remit does not extend to higher education.

Northern Ireland
The major stakeholders are:
1. The State and with diminishing responsibility its local education and library boards. More power, especially financial decision has been devolved to the schools. The education and library boards have representatives from all sectors, the state and the unions.
2. The Churches, especially the Catholic Church since it has its own system within Northern Ireland.

Ultimately the Board of Governors is responsible but the day to day management of the school is in the hands of the head teacher. The board of governors is responsible for the school budget, the hiring and firing of staff and ensuring that the school operates within the law and provides the relevant requirements of the common curriculum.
The Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) was established on 1 April 1994, reporting to the Department of Education (DE) in Northern Ireland. The remit of the Council is set out in the Education Reform. The Council is grant-aided, that is publicly funded, by the Department of Education and has a statutory responsibility to:

- keep under review all aspects of the curriculum, examinations and assessment;
- give advice to the Department of Education (DE) about the curriculum, assessment, examinations and external qualifications;
- publish and distribute information about the curriculum, assessment and examinations;
- carry out consultation with the educational community in Northern Ireland about proposed changes to legislation governing the curriculum, examinations and assessment; and
- conduct and moderate examinations and assessment, ensuring that standards are equivalent in these areas to other parts of the UK.

The Council liaises with schools, with the Education and Library Boards (ELBs), with the Council for Catholic-Maintained Schools (CCMS), and with curriculum and assessment councils elsewhere in the UK and in Europe. It monitors the appropriateness of the curriculum and associated assessment, and manages curriculum development projects. It consults with teachers about proposed changes to the curriculum and to assessment, and produces information and guidance materials. The CCEA also conducts or commissions research on the curriculum and its assessment.

Slovenia

Stakeholders could be school boards and parents. According to Article 48 of Organisation and Financing of Education Act (1996) the school council adopts a school annual plan and a report about how it has been realised. As a consequence, head teachers are accountable to the school councils. They are also accountable to the school councils for developing and reporting about financial operations in schools. In practice some schools must present school plans and reports to local communities and to regional units of Board of Education but this depends on the environment. Different evidence is provided, such as: students' academic achievement, number of rewards and sanctions, pupils' students' presence rate, number of in-service training for teaching staff, etc. Financial report is provided in accordance with national regulations.

The allocation of posts for a school is normally on the basis of Head teacher's recommendation - which may be adopted by Ministry of Education and Sport. The work of schools is monitored by School Inspection and other inspectors. The School Council is the highest level in school governance. Its composition is defined by the "Organization and Financing of Education Act". It consists of three parts: 3 parents' representatives, 3 teachers’ representative and 3 representatives from the local community (for elementary schools) or 2 representatives of a founder and 1 representative of local community for upper secondary schools. This composition was defined in 2006 and aims at equal representation of all stakeholders.
The school councils may dismiss the head teachers for bad results but in practice this has not been the case.

Parental involvement is ensured through the school board and parental council. The Parental Council is composed of 1 parent representative from every class. In upper secondary schools the student assembly can also provide suggestions for new initiatives.

Head teacher is responsible and accountable to the School Council. Every year he/she has to submit annual school plan, financial plan, report about work and financial report. School council appoints and dismisses Head teacher.

The Head teacher is fully responsible for the leadership of a school. He/she is responsible for legal issues and is the one who has to implement tasks and duties that are endorsed by the School Council. The annual school plan embraces curriculum implementation, financial issues, enrolment policy and the optional part of the curriculum. The School Council decides about complaints expressed by employees or parents. The Head teacher must also implement all resolutions agreed by the School Council which accord with the current legislation

**The Netherlands**
The stakeholders are the state, the school boards and the parents.

- The influence of the state consists in making laws, inspectorate and financing of the public and the private schools.
- The school board is the governing body. These members of these boards are more and more professionals.
- The parental influence is ensured by a parental council.

**Turkey**
The major stakeholders are The State, the parents and the local authorities. However, parents and the local authorities have previously had only limited influence on the school. In 2005, with a new arrangement, parental influences have increased in particular with regard to financial issues.

**Comparative comments**
The major stakeholders in the five countries are the state, the parents and the local authority. The organization of stakeholder interest and influence differ from country to country. Denmark and Slovenia seem to have the same structure of school boards with parent representation and school councils. The parents and the local authority seem to have a great deal of influence. Where as parents and local authority in Turkey only have limited influence on the school.

In England and Wales the Department of Education and Skills sponsors a non-departmental public body which has the duty to advise the Secretary of State for Education and Skills on all matters affecting the school curriculum, pupil assessment and publicly funded qualifications. The Schools are managed by a
governing body made up of volunteers representing the local community. The Netherlands have parental influence ensured by a parental council. The major stakeholders in Northern Ireland are the state and the churches. The curriculum structure is the same as in England.

Who are the School Leaders, how are they recruited, and who appoints the School Leaders and for how long a Period?

**Denmark**

At the primary and lower secondary schools there is a schools leaders and a deputy head. The larger schools there will also be head of departments 0-3 class, 4-6 class, and 7-9 class. Together they form a leadership group.

Professional experience in teaching is officially required in order to be a school leader in primary, general lower and upper secondary education but there aren’t any requirements concerning its duration. The school leader is often recruited as being the best among equals. He or she has often been involved in school development or work related to the union for instance by being a shop steward. A candidate for a school leader post applies for the job on the basis of a public announcement of vacancy and he or she is selected based on CV in competition with other candidates. At “folkeskole” level the local authority – the municipality - sets up an employment committee that conducts the different job interviews and decides which candidate is best suited for the job.

At general upper secondary education the head teacher /Rektor should be an university graduate and should have several years of teaching experience. The county appoints the Rektor. The vocational education institutions are self-governing institutions and the board of the institution is the appointing authority. There isn’t any duration concerning a school leader job.

**England**

School leaders are appointed by the governors of the school to which the vacancy applies – both for state and for private schools.

In the case of state funded schools, the head teacher must have undertaken an appropriate qualification supported by the National College for School Leadership (NCSL) before they can obtain a head-teacher post. The period of appointment could be indefinite as long as there is no impropriety or other unprofessional behaviour for which they could be dismissed. The governing body of the school is the employer of the head-teacher and would therefore be the ones to initiate dismissal procedures should they be necessary.

**Northern Ireland**

Within schools a philosophy where the head was seen as the first among equals as been replaced by a hierarchal system of management. Heads of Departments, once really a title conferred on the oldest member of a department, are now middle managers and the head is assisted by a senior management team. School leaders are recruited from the ranks of practicing teachers or school advisors. The Boards of governors is responsible for hiring of staff including the school leader.
**Slovenia**
Before a specific appointment is made, the school council must obtain the opinion of teaching staff and local community as to the suitability pf the candidate (particularly in the case of public primary school and kindergarten appointment). This opinion does not bind the school council to decide for a specific candidate. But in practice the school council would usually select the candidate who has support from the teaching staff. The School council consists of: representatives from teachers, parents (students) and local community. The school council must obtain a ratification of their decision from the Minister. The period of office for a Headteacher is 5 years with the possibility to be re-elected for several times.

**The Netherlands**
Both private and public schools (primary and secondary education) have a legally recognized competent authority, also referred to as the school board. The competent authority administers and manages the school or schools for which it is responsible (all material aspects of the organisation of a school, determining policy on the curriculum, personnel matters and the admission of pupils). The competent authority is responsible for what goes on in the school insofar as this is governed by statutory regulations. Some of its powers may be delegated to the school head, but responsibility continues to lie with the competent authority.
- In the case of public primary and secondary schools, the municipal executive may act as the competent authority. Alternatively, the municipal council has been able, since 1997, to opt to delegate the tasks performed by the municipal authorities as the competent authority of publicly run schools to some other type of body governed by public law.
- The competent authority of private schools is an administrative body governed by private law.

There are two types of school board or competent authority: associations and foundations, the latter being the most common. There are no intermediate levels of management between government and adult and vocational education institutions.

**Institutions for higher professional education** and universities are fully autonomous.
The **Education Inspectorate**, for which the Minister of Education, Culture and Science is responsible, supervises the quality of education. The Inspectorate bases its assessments on the principle that the institutions themselves bear primary responsibility for the quality of teaching.

**Turkey**
Every primary and secondary school has a Head teacher. In primary schools there is also a deputy head teacher, but in the case of most of secondary schools there may be more than one deputy Headteacher. In addition there may also be subject leaders. In primary schools the head teacher and deputy head teacher can create “school leaders groups”.
In secondary schools, Head teacher, deputy head teachers and subject leaders are also considered to be school leaders.
Head teachers are appointed by local educational authority, deputy head teachers and take into account the views of other teachers within the school.
Basic principles for appointment of educational administrators have been defined as follows;

- Career and merit are basic for appointing and location change
- The norm list rules of staff are keeping in mind for appointing and location change
- On appointing and location change process, requirements of duty are essential also the superiority of point is keeping in mind.

Basic requirements looked for the staff, which will be appointed as educational administrators duties have been defined as follows;

- To be graduated from higher educational institutions
- Except for the educational institutions having no students, there must be monthly amount paid course, to the legislation related to administrators educational institution which he or she will be appointed
- His or her prospective process for teaching must be completed
- There mustn’t be any discipline punishment heavier than cutting monthly pay or cutting salary punishment
- The average grade of three years employment record grade mustn’t be lower than good degree, on condition to last year’s employment record grade must be good grade.
- Not to take any judicial or administrative interrogations, throughout the last three year duty period if he or she has an administrative duty
- Except for the locations that require obligatory working, for the staff who will be appointed for educational institutions administrations, they must be completed the obligatory working liability or exempted for it
- For the administrative position which will be appointed, adequate level of points must be taken for the exams determined in the legislation (Because for different administrative positions are needed different points).

As a result of the most recent legislative changes, appointment process for head teachers will begin with the position of deputy manager.

Candidates that have gone through the selective process, are appointed to schools by local governorships. There is no fixed period of tenure. When appointing a Headteacher, the period of time taken as a deputy Headteacher may be taken into consideration in terms of their career profile. There is no time-related appointment contract.

**Comparative comments**

Reviewing the processes associated with the appointment of School leaders, it can be seen that there are some similarities and also some differences. Most of them they have a school leader group and also most of them have a school board or school council (for example Slovenia) involved in the process.. But in Turkey there is no school council or board. The school board or council is responsible to appoint the head teachers. In Turkey, England and most of the other countries, the period of appointment could be indefinite as long as
long as there is no impropriety or unprofessional behaviour. In Slovenia, the head teachers are appointed for 5 years with the possibility of re-election on several occasions.

**Does the Job as School Leader require Special Training?**

**Denmark**
There are no national requirements concerning special training for school leaders, rectors or directors. Most municipalities and counties have their own in-service courses for school leaders or leaders in general. Besides these courses, some school leaders choose some programmes provided by the National Association of Local Authorities and Universities. In 2007 the Danish government made an agreement with KL (Local Government Denmark (LGDK) - the interest group of the municipalities) and the labour unions on investing money in leadership development. The parties have still not agreed on a specific education or training for school leaders just that is has to be at Diploma level (Bachelor).

**England**
The Head-teacher role and indeed all positions of leadership within a school (Deputy head teacher / Assistant Head teacher / Middle Managers in schools) have available to them special training courses that are provided by the Universities and by the National College for School Leadership. Below the position of head teacher there is not legal requirement for them to have received specific training but it is unlikely that promotion would be available for those who had NOT been on some form of training programme that showed that could comply with national standards.

**Northern Ireland**
They now must have a degree and a recognised qualification in school leadership. (The Professional Qualification in Headship).

**Slovenia**
Candidates for headship should obtain the “Headship licence programme” at least one year after their appointment. This programme consists of six subjects/modules. Most of school leaders would attend the 144 hours programme provided by the National School for Leadership in Education (ola za ravnatelje) established by the Government of the Republic of Slovenia. It is an in-service training programme and schools can co-operate with other learning and training organizations.

**The Netherlands** ----
There are no official national requirements concerning special training for school leaders and directors. Most school leaders do an in-service training or a master in school leadership because the boards ask for this. When you become a school leader you get two questions: Have you completed a training programme? or if not – Are you willing to undertake such a programme?
Turkey
Although there has been 30-year’s of experience in educational administrative training in Turkey, no strong formal foundation for such training has been developed. No coordination structure between universities and ministry of education has been created.

The links between theory and practice in educational administration has been rather neglected and therefore the necessary linkage between such activities has not been established in graduate training programmes. Recent changes proposed within the field of educational administration would suggest that this is an omission soon to be rectified.

Central to the development of leadership practice would seem to be the need for the enhancement of a critical theoretical and practical understanding of the issues relating to educational practice in Turkey at this time

The practical dimension in training school principals has been neglected both in graduate programmes, in educational administration and in-service training of administrators. This led educational administrators being less effective in problem-based thinking, making effective decisions, and teamwork. An array of professional training activities including mentoring and models for training principals have been suggested, the lack of emphasis on practical aspects continues.

The history of educational administration in Turkey points out that there had been efforts to implement constructive educational administrative programmes since the early 1950s. The Ministry of Education continues to implement training programs. However, given the magnitude of schools in the Turkish Education System, this is a considerable task to undertake.

The main reasons for failing to create effective training programs can be seen as focussing on the lack of centres for the study of educational administration. The combined efforts of scholars and practitioners are needed in order to exert effective pressure on the politicians who can influence the resources necessary to design effective programmes

Comparative comments
About pre-service training of school leaders, there are some requirements in England, Northern Ireland and Slovenia. But in Denmark, The Netherlands and Turkey, there aren’t any special pre-service training programmes for school leaders. In all partner countries, there are some requirements about in-service training programmes for them.
## What Title is used?

### Denmark

<table>
<thead>
<tr>
<th>Stage</th>
<th>Danish title</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years schools up to 6 years</td>
<td>Børnehaveklasse leder</td>
<td>Leader of Pre-school class</td>
</tr>
<tr>
<td>Pre-school class (5/6-7 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary school (6-11/12 years)</td>
<td>Skoleleder</td>
<td>School leader</td>
</tr>
<tr>
<td></td>
<td>Viceskoleleder</td>
<td>Deputy head</td>
</tr>
<tr>
<td>Lower secondary school (11/12 – 16 years)</td>
<td>Skoleleder</td>
<td>School leader</td>
</tr>
<tr>
<td></td>
<td>Viceskoleleder</td>
<td>Deputy head</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>Rektor</td>
<td>Rector</td>
</tr>
<tr>
<td>Vocational education schools</td>
<td>Director</td>
<td>Director</td>
</tr>
</tbody>
</table>

### England

Generally the title used for school leaders at the head of the school is HEAD TEACHER. Those educational establishments who have the term College in the title (and there are many different types of these) generally use the term PRINCIPAL for those in the top leadership position. It is rare now to see the title Headmaster or Headmistress!

### Northern Ireland

The head is usually known as the principal or head teacher. Some of the more prestigious grammar schools that historically were associated with the training of clergymen may have a President.

### The Netherlands

<table>
<thead>
<tr>
<th>Stage</th>
<th>Dutch title</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school 4-12 years</td>
<td>Bovenschools directeur</td>
<td>Superintend</td>
</tr>
<tr>
<td></td>
<td>Directeur / Schoolleider</td>
<td>Director / schoolleader / principal</td>
</tr>
<tr>
<td></td>
<td>Adjunct-directeur</td>
<td>Deputy director</td>
</tr>
<tr>
<td>Secundary school</td>
<td>College van bestuur</td>
<td>Executive board</td>
</tr>
<tr>
<td></td>
<td>Directeur</td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>Afdelingsleider</td>
<td>Departmentleader</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>Rector</td>
<td>Rector</td>
</tr>
</tbody>
</table>
Slovenia
RAVNATELJ (usually translated as head teacher) or DIREKTOR in school centres (Post-16 schools)

Turkey

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Turkish Title</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years schools up to 6 years</td>
<td>Mudur (m)/ Mudure (f)</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Primary school (6-14 years)</td>
<td>Mudur (m)/ Mudure (f)</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Secondary school (14-17/18 years)</td>
<td>Mudur (m)/ Mudure (f)</td>
<td>Headteacher</td>
</tr>
</tbody>
</table>

Comparative comments
As it can be seen the all explanations about title of school leaders, there are different terms in their own languages but the same meanings.

What is the Definition of Role and Responsibility? Does the Job involve teaching Responsibility?

Denmark
In all education level, the school leaders/Rectors/Directors and school boards are officially responsible for the running of the school. They have also the administrative and educational responsibility for the school and are responsible for the activities of the school vis-à-vis the school board and the municipal council. Besides these responsibilities, they have teaching duties exempt from directors.

England
The Head teacher role can vary depending upon what the governors of the school require. This also relates to the size of the school. Generally all Head teachers would actively wish to engage with school teaching. In practice the bureaucracy associated with the Head's role means that their time is limited in this respect. Most schools now have a financial manager (Bursar) who supports the head teacher.

Northern Ireland
Ultimately the Board of Governors is responsible but the day to day management of the school is in the hands of the head teacher. As described earlier the board of governors is responsible for the school budget, the hiring and firing of staff and ensuring that the school operates within the law and provides the relevant requirements of the common curriculum. The core value is to provide the best education possible for each individual pupil.

Slovenia
Teaching
Less than 1% (depends on the size of school
Administration 55%
Financial Management 24%
Staff Training (Leadership) 20%

The Netherlands
Both private and public schools (primary and secondary education) have a legally recognized competent authority, also referred to as the school board. The competent authority administers and manages the school or schools for which it is responsible (all material aspects of the organisation of a school, determining policy on the curriculum, personnel matters and the admission of pupils). The competent authority is responsible for what goes on in the school insofar as this is governed by statutory regulations. Some of its powers may be delegated to the school head, but responsibility continues to lie with the competent authority.

Turkey
The head teacher is authorized to execute, regularize and supervise whole school affairs in accordance with laws, regulations, circular orders and instructions. The head teacher as an educational administrator, is responsible for managing, evaluating and developing the school in accordance with the aims, also he weekly gives a course of lectures to 6 hours.

The designated responsibilities within the context of the school head teacher’s job description has five basic dimensions: managing curriculum, managing student resources, managing human resources, managing general services, and managing financial resources.

Comparative comments
In all countries, the school leaders have similar responsibilities: managing schools, and exempt for England, the other countries’ school leaders have some responsibilities for budgeting. And only Slovenia, Denmark and Turkey School leaders have some teaching duties.

How well – or how little – are school leaders rewarded?

<table>
<thead>
<tr>
<th>School</th>
<th>Minimum (2007)</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and lower secondary education –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small schools</td>
<td>48.569 €</td>
<td>The maximum salary depends on additional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>payment negotiated at local level</td>
</tr>
<tr>
<td>Primary and lower secondary education –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>large schools</td>
<td>56.766 €</td>
<td>The maximum salary depends on additional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>payment negotiated at local level</td>
</tr>
<tr>
<td>Upper Secondary Schools</td>
<td>72.572 €</td>
<td>The maximum salary depends on additional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>payment negotiated at local level</td>
</tr>
</tbody>
</table>

England
Financial reimbursement for Head teachers is dependent upon many factors – including size of school (i.e. number of pupils); location of school (schools in deprived areas or in difficult circumstances have greater financial remuneration than others); experience of the head teacher. Typically salaries for head teachers can
range between £40,000 - £98,000 outside the London area and between £41,000 and 104,000.00 in the inner London area depending upon Head teacher experience and the nature and location of their school

**Northern Ireland**
Since the 1980s the differential between the classroom professional and the head teacher has increased. Head teachers are now perceived as being well paid and on a par with similar levels of responsibility in the private sector. Boards of governors now have the power to increase the head teacher’s salary. The salaries range from £35,000 - £98,000.

**Slovenia**
They are relatively satisfied with their salaries and status. An average head teacher in a primary school with 20 years experiences, highest professional title and average sized school (400-500 pupils) earns about 32.500€ per year. There are no significant differences for secondary sector.

**The Netherlands ---**
The salary depends on the
- school type: the salary in primary education is lower than in secondary education;
- amount of pupils;
- position in the school: member of an executive board has a higher salary than a department leader;
- experience of the school leader.

The school leaders in primary education are not always satisfied with their salary and status because there is only a small difference between their salary and the salary of teachers. That is one of the reasons of the lack of school leaders.

**Turkey**
Head teachers, who are identified as showing extraordinary effort and work, will be rewarded. – this could be regarded as performance-related pay. However, the number of rewarded head teachers is limited (approx. 2 %).

**Comparative comments**
The pay and conditions of service of head teachers in the countries under consideration are subject to many different variables. Pay can be related to student, performance, financial management of the budget, school size, and area in which the school situation and the demographic characteristics of such schools - or indeed many other criteria. An analysis of conditions of service needs further consideration.

**Conclusions**
International research projects give a lot of possibilities to partners besides to collaborate and to know each other deeply. In this study, which is related with an EU project we wanted to share special aspects of the educational systems of partner countries. At the end of this study we saw that there are some differences among the countries, but they also have similarities. These results are normal because every country and
every society has a different culture, which influences their education system. But these differences among different culture and educational systems shouldn’t be a barrier for collaboration among people. And we believe that international studies must be supported and encouraged in order to create a common idea about European citizenship and to eliminate conflicts among people.