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Leadership Development Programmes in Cyprus: Snapshots of the Landscape

Introduction

Technological multiplicity, educational changes, political unrest, and societal uncertainty lead the teaching profession around the globe to transformations, signalling for a drive towards enhanced professionalism in several educational systems (Nicolaidou & Petridou, 2011a; 2011b). At the same time, research internationally highlights the significance of professional development in teacher quality and efficiency, as well as school effectiveness and improvement (Hargreaves, 1994; McLaughlin & Talbert, 2001; Ainscow & West, 2006; Muijs & Lindsay, 2008; Nicolaidou, 2010). With regards to school leaders, in particular, as Hargreaves (2000) argues, professional learning seems to impact on quality and standards of their practices (professionalism), as well as their status and standing (professionalisation).

This report -prepared within the framework of the PROFLEC project- aims to contextualise school leadership in Cyprus through a focus on the National In-service Training Programmes for School Leaders (NITPSL). These programmes are briefly analysed as to their key structural aspects, as well as evaluation processes and mentoring approaches embedded in them. The present document is structured in four sections. The first provides general contextual information in relation to school leaders roles, selection processes, and professional development opportunities in general. The second section presents the *mandatory* in-service training programme for newly appointed school leaders (the NITPSL). Section 3 presents an overview of the three NITPSL in relation to the evaluative and mentoring elements incorporating in these programmes. Finally, section 4 summarises general concerns as well as directions for future developments with regards to leadership preparation programmes in Cyprus in an effort to highlight the way forward.

For the purposes of this report, data was collected by the Centre for Educational Research and Evaluation (CERE) through a structured questionnaire (Appendix B). The questionnaire, which served as a basis for addressing various aspects of NITPSL, was developed on the basis of guidelines prepared by the project coordinators (Appendix A). Although this report presents only the NITPSL provided by the national in-service training provider (CPI), questionnaires were also sent to six higher education institutions (two public and four private) which offer postgraduate programmes in educational leadership and management. This reflected our intention to highlight the wider contextual landscape on leadership programmes in the country, so as to denote an inclusive approach. Questionnaires were only returned by two of these institutions, namely the University of Cyprus (UCY) as well as the University of Nicosia (UNIC); information obtained was also included in this country report (See Section 1 and Appendix C).

1. General information: roles and responsibilities, selection process and professional development of school leaders in Cyprus

This section briefly outlines the Cyprus context, so that critical information is provided with regards to structures and characteristics of an educational system that has always been characterised as highly conservative and centralised (Kazamias et al., 2004).

In Cyprus, all forms of educational planning and policy, educational laws and guidelines have traditionally been the responsibility of the Ministry of Education and Culture (MoEC). Schools follow the syllabi, curricula and textbooks prescribed by, regulated and supervised by the MoEC. The majority of schools -pre-primary, primary, secondary general and technical/vocational- on the island are public funded

and run institutions. There are also a number of private schools which raise their funds primarily from tuition fees. At the higher education level, there are three public universities, as well as several private universities and colleges.

Teaching is considered a popular profession within the Cypriot community, due to good employment and working conditions such as extended holiday time, number of school hours, salaries and lifelong tenure (Nicolaidou & Georgiou, 2009; Nicolaidou, 2010). In line with the centralized nature of the particular educational system, public school teachers are appointed, designated to schools and promoted by an independent five member committee, the Educational Service Committee. Teacher evaluation is linked to promotions rather than professional development (Theofilides, 2004).

School leaders are mainly responsible for school administration and management: handling school correspondence, and communication with parents, the local community and the MoEC are some of their major working tasks. They are also expected to manage school staff, although they are not in charge of appointing teachers, as pointed above. Although school leaders -as the school formal leaders- are considered important for the particular educational system, no professional qualification in educational management is required of applicants for leadership posts (Theophilides & Stylianides, 2000; Constantinou, 2001; Nicolaidou & Petridou, 2011a). Apparently, the assumption that good teachers become effective managers and leaders without any preparation appears to be valid in Cyprus (Nicolaidou & Georgiou, 2009). Until quite recently, senior management teams were characterised by gerontocracy (Educational Service Committee, 2006) and had very short service (Ribbins, 1998).

Promotions to school leadership posts used to rely mainly based on years of teaching experience rather than on individuals' qualifications. The Educational Service Committee (2006) in its annual report also stressed that there had been times whereby staff was promoted to school leadership positions merely because they had been working long enough in the system. Currently, the promotion system takes into consideration aspects, such as years of teaching experience, performance in teaching, as well as academic qualifications in general. However, a qualification in leadership and management is not a pre-requisite for promotion to the post, although it can be an advantage.

As already pointed in the *Introduction*, the mandatory NITPSL -presented extensively in Sections 2 and 3 of this report - have been officially provided during the last 10 years by the CPI, which is the Directorate of the MoEC responsible for in-service training. During the first year following promotion and appointment to a leadership post, primary and secondary headteachers, as well as secondary education deputy headteachers have to attend these mandatory programmes. The cost for NITPSL is taken out of the national budget, so there is no cost involved for individuals attending the training. Also, NITPSL are not related to ECTS.

At the same time, *optional in-service training courses for headteachers* are mostly offered by the Inspectorate that organises mini conferences throughout the year. These training courses are compulsory for school headteachers and are usually one-off incidents, without any follow up.

In this regard, Continuing Professional Development (CPD) for school leaders in Cyprus appears to be at an embryonic stage (Georgiou et al, 2001; Nicolaidou & Georgiou, 2009; Nicolaidou & Petridou, 2011a). Recent research supports that existing in-service training for school leaders remains far from addressing real learning and practice needs of Cypriot school leaders (Nicolaidou & Georgiou, 2009; Nicolaidou & Petridou, 2011a). Also, it is often argued that the Cyprus educational system has neither trained nor supported effective school managers or good school

leaders (Charalampous, 2004). This, in combination with the headteachers' selection processes outlined above, often proves problematic (Georgiou et al., 2001).

Beyond the mandatory NITPSL and the occasional opportunities towards professional development, *postgraduate programmes in educational leadership and management* are also provided by local (public and private) universities. Although this report focuses on the NITPSL, to reflect a holistic approach to the exploration of such programmes, brief information is also provided on these programmes as well (additional information can be found in Tables D1 and D2, Appendix D.). School leaders or aspiring school leaders can attend such programmes leading to Master's or Ph.D. degrees. As shown in Table D1, UCY offers a Master's Programme in Educational Administration and Evaluation, as well as a doctorate programme in this area for the past 15 years (attended by 35-40 participants during 2012-2013). The University of Nicosia (UNIC) started offering a Master's Programme in Educational Leadership and Management for the last five years (attended by 45 participants during 2012-2013), an online Master's Programme (in Greek only) over the last one year (attended by 130 participants during 2012-2013) and a Ph.D. in Educational Leadership and Management over the last three years (attended by 17 participants during 2012-2013). These programmes are addressed not only to teachers, but also to deputies, headteachers, inspectors as well as unemployed graduates of all educational levels (e.g. primary, secondary etc.). Entry requirements include a first degree in education, but no leadership or teaching experience is necessary. They can be taken on both full time and part time basis and usually have a duration of 12-24 months. Master's programmes hold 90 ECTS and doctoral programmes 240 ECTS. The instructors in all programmes are academics with postgraduate qualifications in education. In their majority, these programmes offer modules on leadership and management, as well as on evaluation and policy studies. Modules usually involve 13 meetings of 3 sessions each.

A degree in educational leadership and management (at either master's or doctorate level) is not required for promotion to school leadership positions, although the Educational Service Committee awards Master degree holders with three credits and Ph.D. holders with five credits. Hence, an academic title counts in favour of applications for promotion. Master's and doctoral programmes involve fees, directly paid by the participants. As indicated in Table D2, *postgraduate programmes in educational leadership and management* aim towards providing future school leaders with knowledge about school organisation and leadership. Specifically, the UCY offers modules which are directly related to the duties and responsibilities of school administration and management, as well as new ideas and current trends in the area. This particular university also outlines aims and objectives related to the research, the preparation of leadership personnel and knowledge of the areas of administration, management, leadership, evaluation and school effectiveness.

Higher education programmes, as well as the NITPSL do not adhere to specific leadership standards or leadership development frameworks. In relation to the evaluation and feedback systems, organizers try to elicit meaningful data for the improvement of their courses, on the basis mostly of participants' satisfaction levels. No coaching or mentoring aspects are included in these programmes.

2. The National In-Service Training Programmes for School Leaders (NITPSL)

The Centre for Educational Research and Evaluation (CERE) does not offer any training courses for school leaders. However, the Centre cooperates closely with the CPI. As already pointed in the previous section, the NITPSL are offered exclusively by the CPI.

The NITPSL aim to: (1) offer participants updates on current educational trends; (2) support participants in understanding the importance of management in education; (3) support participants in developing management and administration skills; and (4) support participants' personal and professional development and self-evaluation (NITPSL manual 2012).

As already mentioned above, the NITPSL are offered to three groups of participants: primary and secondary school headteachers and secondary education deputy heads. According to Table C1 (Appendix C), the programme for *primary school headteachers* runs over 26 daily meetings, the programme for *secondary school headteachers* 23 daily meetings, and the programme for *secondary education deputy headteachers* 25 such meetings. Courses start in the middle of the autumn semester each school year and continuously run once a week (five hours of teaching) during a full day of the week. With regards to numbers of participants, these may range, according to the number of people promoted to leadership posts. For this academic year (2012-2013), these numbers are 97, 14 and 135 individuals respectively. Meetings are face-to-face and the instructors are CPI personnel, the inspectorate, experienced headteachers, academics and policy makers.

According to Table C2, the programmes thematically relate to educational management and administration, educational issues (e.g. strategic planning, pedagogic leadership, school development planning for school improvement), the duties of the posts (e.g. rules and regulations) and the main contextual emphases (e.g. Educational Reform), as set by the MoEC. As with other relevant management development programmes internationally, they are said to offer proven solutions to known problems; however, they bare no practical training or solving of real problem situations but rather solutions to potential problems are offered through emphasis on procedures, rules and regulations (Nicolaidou & Petridou, 2011a, 2011b). At the same time, there are no leadership standards or leader/leadership competencies governing them. The teaching strategies employed in the three programmes range; although all three programmes include lectures, the programme for primary school leaders also includes networking, mentoring and online learning through a platform. With regards to the learning material used, this mostly includes PowerPoint presentations, and an online platform for the primary school leaders' programme. For all programmes, instructors often provide additional material (e.g. handouts). The training is not differentiated according to regional or individual needs.

3. Feedback systems and coaching

Previous evaluation studies (see Nicolaidou & Georgiou, 2009; Nicolaidou & Petridou, 2011a, 2011b) have indicated that participants characterise NITPSL as fragmented, providing no coherence between the various modules and often leading to superficial learning. In previous cycles of these programmes, participants argued about the modules being far too theoretical, not updated on contemporary educational issues, and offering theory, not linked to practice. Further research on these programmes (Georgiou et al., 2001; Michaelidou & Pashiardis, 2009) confirmed that training remained primarily bureaucratic in nature and inadequate to prepare school leaders for challenges they will encounter in schools.

A number of studies (Cyprus Pedagogical Institute, 2007; Georgiou, 2005; Nicolaidou & Petridou, 2011a) have also pointed that evaluation of the NITPSL appeared weak to elicit useful and valid data to inform improvements (quality and context). This was attributed to the nature of the evaluation processes employed, which were not informed by conceptual frameworks guiding the design and implementation of evaluation. Moreover, evaluation procedures mainly involved satisfaction ratings from participants (collected at the end of the modules and

programmes) on aspects, such as the organisation, content and usefulness of the seminars. Hence, data collected were self-reported and focused only on participants' impressions from attendance.

As in the case of other CPD programmes internationally, in these programmes evaluation of CPD impact was not undertaken on a systematic and focused manner, since emphasis was placed on participants' satisfaction (Muijs & Lindsay, 2008). Therefore, the intent and effectiveness of these programmes to support both leader and leadership development was never explored (Nicolaidou & Petridou, 2011a); neither was any monitoring of the impact of such programmes on the organisational/school level or changes in participants' skills/competencies (using beyond self-reported data). There was also no data on programme cost effectiveness (Nicolaidou & Petridou, 2011a, 2011b).

Following a recent evaluation study of these programmes (Nicolaidou & Petridou, 2011a, 2011b), based on a solid evaluative framework (Stake, 1967; Guskey, 2000), changes were introduced to NITPSL programmes as to (a) the adoption of systematic evaluative processes and (b) the introduction of a mentoring scheme.

With regards to the first change, each module is now evaluated at completion, along with the entire programme becoming evaluated at its end; however, data is still mostly collected on participants' satisfactions levels. Even though, the CPI collects data during interviews and/or structured questionnaires at the end of these programmes these remain based on participants' reports (self-reported data).

With regards to the second change, during 2012-2013, the mentoring component was added to one programme only, that for primary school leaders. Based on information provided the CPI Programme Leader, under this mentoring scheme school leaders are split into smaller groups (about 4-5 in each group), which are then attached to an experienced principal, who becomes their mentor.

There are no concrete selection criteria for mentors. For this year, school leaders acting as mentors were chosen by school inspectors based on their years of experience and their potential to provide support to colleagues. Additional qualifications such as postgraduate studies in leadership and management were also taken into consideration. Once these mentors were identified, they were then called in at the CPI for a half a day training session on mentoring skills.

Each mentor/experienced school leader currently meets up with his/her group once a term. Meetings are held in the mentor's school and take five hours (same duration with lectures). The CPI sets a preliminary agenda for these meetings based on the subjects taught during the lectures preceding the mentoring meetings. During these meetings discussions between the mentees and their mentor include urgent issues emerging in everyday new school leaders' practices in schools. The mentors offer guidance and advice as to how to address these issues, providing examples of how they themselves approached and resolved similar incidents in their own school/s. During the meetings the mentees are not expected to shadow their mentor. Moreover, it is not required of the mentor to visit the mentees' schools and offer in-house support.

4. Looking Ahead

It has been often argued that where we observe organisational stability we do not need to worry about leadership; policies and structures will cover up for the gap and guide people through their tasks (Kerr & Jermier, 1978; Pitner, 1986). However, it seems that in our societies, where needs increase, policies are no longer enough. Hence, building leadership capacity as a form of investment in social capital (Fullan, 2005) appears critical (Nicolaidou & Petridou, 2011a, 2011b). In this regard, leadership

capacity could emerge naturally by sharing, networking, coaching and supporting each other within learning communities. At the same time, the formal training component is not to be overlooked. As pointed by Mclay and Brown (2003), “...there has been a move from the belief that the skills of leadership are naturally acquired as individuals rise to leadership positions in schools, to the view that the strategic development of school leaders is too important to be left to chance” (p. 83). Consequently, it is important that formal leaders and aspiring leaders participate in leadership preparation seminars, continuing professional development and postgraduate courses in educational leadership and management (Nicolaidou & Petridou, 2011a, 2011b). Governments around the globe devote resources in developing structures and support for both those already holding leadership roles as well as potential future leaders or teacher leaders.

Primarily, adhering both to national and international trends and demands, national authorities in Cyprus need to develop an overarching framework for conceptualising leadership development encapsulating the depth and complexity of thinking on leadership (Nicolaidou & Petridou, 2011a). For several years, traditional leadership theories -i.e. leadership a single person’s responsibility- have been challenged. In addition, leadership involves interactive and exchange mechanisms, shared by and involving pupils and teachers (Mulford & Sillins, 2003). Thus, a ‘leader of leaders’ (Ainscow & West, 2006) should be able to establish a trusting and collaborative school culture, share and monitor the school’s mission, take initiatives and risks, and ensure ongoing and relevant professional development, transforming the school into a learning community where “organisational structures, power dynamics and procedural frameworks support professional learning for individuals and for groups” (Mitchell & Sackney, 2001, p.).

The first step therefore in developing effective leadership preparation programmes would involve the establishment of a concrete and overarching framework of leader and leadership development. This will support the development and lay the foundations for appropriate programmes to be developed. In light of a leadership development framework, we would agree with those researchers (Peterson, 2002; Nicolaidou & Petridou, 201a, 2011b) who characteristically stress that leader and leadership development strategies need to co-exist in an endeavour which:

- (1) develops individual leaders’ effectiveness and learning;
- (2) develops organisational and systemic leadership effectiveness and learning;
- (3) instills vision, values of self, the organisation, and the system;
- (4) develops competencies, skills, and provides context-specific knowledge while implementing longer term strategic objectives;
- (5) is linked to prior learning, and motivation;
- (6) enhances career transition into leadership positions and is directly linked with aspiring, new, and experienced leaders who may wish to deepen their knowledge with higher order leadership skills.

Added to the above is the appreciation that school leaders needs vary in general. We therefore argue on the importance of the identification of school leaders’ needs. After such needs are indicated, appropriate leadership development programmes should be designed. Such training could be addressed to school leaders at different leadership career stages; such could be *Preparation Programmes* leading to *professional qualification* (i.e. Diploma) for individuals interested to apply to school leadership positions, *On-the-job training* for newly appointed leaders to provide support over school leaders’ first year/s in post, *Further Professional Development* addressed to experienced and established school leaders and focusing on advanced issues on leadership theories (i.e. system leadership, consultant leadership). These programmes can be supported and their impact increased once they are coupled with

in-house tailored made activities (Nicolaidou & Petridou, 2011a, 2011b). Such a holistic approach to leaders and leadership development can incorporate further forms of learning and activities such as experiential learning, coaching, mentoring, and provide support through the implementation of a school development plan.

These distinct programmes would need to be coupled with evaluative frameworks which will provide feedback and support their development. Evaluative frameworks need to be developed which will adopt and collect data other than just participant's satisfaction levels. We argue that CPD evaluation strategies need to include the impact of the CPD on the school as well as the supportive networks at the school level (that can possibly impact on the CPD effect). It would also be important to collect data not only on levels of satisfaction, but also data on other outcomes (such as impact of the training on the school unit, and pupils performance levels). Evaluation data can also be collected not only at the end of the CPD activities but also at different phases of the programmes. Evaluation procedures need to be incorporated into professional development programmes because otherwise participants would view them as something 'extra' and as a disruption instead of something integral to their work (Nicolaidou & Petridou, 2011a). The establishment of systematic evaluative frameworks is imperative since it can support the improvement and quality of the provisions offered (Nicolaidou & Petridou, 2011a; Stake, 1967; Guskey, 2000).

Such evaluative strategies need to elicit data from various sources and using a variety of tools. We therefore argue on the important contributions for own development, but for the development of the CPD programmes, of diagnostic reflection tools which can support both formal and informal learning (Petridou & Nicolaidou, forthcoming). These tools could not only provide feedback to programme organisers, but also support individual leaders to design tailored-made professional development activities that tap real learning needs.

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Appendix A: The PROFLEC guiding questions

1. General information

- a) How long have you been offering formal training for principals or aspiring principals in your country?
- b) How is the formal school leadership training organised in your country? (Centrally, decentrally, are the providers typically government or state-run institutions, local and regional institutions, private sector organisations, universities or colleges or other providers?)
- c) Who is the target group? (What kind of professional development opportunities do deputy/vice principals or other senior staff have?)
- d) How is the timing and nature of participation? (At what point in time are principals trained for school leadership: before appointment, between appointment and taking over the post, after taking over the post and is the training mandatory or optional?)
- e) How many ECTS do the programmes normally include?
- f) How are programmes financed?
- g) How are the recruitment procedures for entering principalship?

2. Information about your institution

- a) How long have you been offering formal training for principals or aspiring principals at your institution?
- b) Who is the target group? (What kind of professional development opportunities do deputies, vice principals or other senior staff have?)
- c) How is the timing and nature of participation? (At what point in time are principals trained for school leadership: before appointment, between appointment and taking over the post, after taking over the post and is the training mandatory or optional?)
- d) How many ECTS does your programme include?
- e) How is the programme financed?
- f) How will you characterise the recruitment to your programme? How will you describe the selection of school leaders in your country?

3. Information about the programme offered at your institution

- a) What are the aims and objectives of the programme? Is there an explicit vision? Are there clearly defined standards? How are these identified?
- b) What content, topics, issues are covered?
- c) How much time is provided for each unit and for each topic?
- d) Is every topic mandatory, optional, partially mandatory or partially optional to all participants?
- e) What were the criteria for selecting the contents?
- f) In what way are individual training and personal development needs of the participants taken into consideration?
- g) What teaching strategies and learning methods are used in your programme? (Please indicate the range of methods. If some methods are used more often, please indicate by ranking.)
- h) What training material is used? (If possible, please give examples, or enclose printed materials if available.)
- i) Who is responsible for the delivery of the training and development program and what is their professional background?
- j) How many participants take part in a single course/training group/programme?
- k) Is the training differentiated according to type or size of school or according to region, individual needs, aspiring school leaders and those already in post or other?
- l) How many days are provided in total for the programme offered? Please give the answer in terms of full days (e.g. 3 one-week periods = 15 full days).
- m) How are the courses/seminars structured with regard to time (e.g. six weekends or three one-week trainings)?

- n) What is the duration of the programme?
- o) Do you organise formal exams or tests?
- p) What kind of assignments do the participants have to complete or pass during the course of the programme?
- q) What kind of assessment forms do you use in your study (Please indicate the range of assessment forms)?
- r) How do you evaluate the programme and how will you describe the main results from your last evaluation?

4. Information about feedback systems and coaching

- a) What kind of experiences do you have in your institution with respect to using feedback systems (e.g. instruments that provide information about leadership styles, competence profiles) for the participants in your programme?
- b) What characterises your feedback system? (e.g. self-reported information, 360 degree evaluation etc).
- c) What are the purposes/functions?
- d) To what extent do other institutions use feedback systems?
- e) Do you have experiences with coaching or mentoring of principals/aspiring principals in your programme/elsewhere in your country? If yes, could you please describe this how this element is integrated in you programme or ideas with respect to how it could be integrated?

5. Looking ahead (additional questions)

- a) What kind of tasks and responsibilities do you think will be most challenging for principals in years to come?
- b) What tasks are most demanding for newly appointed school leaders?
- c) What competences are most asked for by new school leaders in your country?
- d) What, in your opinion, are the strengths of this kind of school leadership training in your country? Where do you see weaknesses?
- e) Do you know of any planned changes in the situation of training and development opportunities in your institution/in your country in the near future? (If the answer is yes, what are these planned changes?)
- f) Selection procedure (additional questions)?
- g) What – in your view – is the most interesting approach to school leadership training and development?

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Part A: Contextual data

NOTE: Please complete ONE table for EVERY Leaders Professional Development Programme you offer

PART A:

Institution:

Your role in the institution:

Please describe briefly your role

How long (in years) have you been working in your current position (including the current year)?

PART B: The Programme

1) Title of Programme:
2) Programme life	How long (in years) have you been offering this Programme?
2) Target group <i>(Please select all that apply)</i>	1. Teachers 2. Deputy headteachers 3. Headteachers 4. Inspectors 5. Other, please specify
3) This programme is addressed to participants from: <i>(Please select</i>	1. Pre-primary education 2. Primary education 3. Secondary education 4. Vocational training 5. Other, please specify

<i>all that apply)</i>	
<p>4) Entry Requirements</p> <p><i>(Please circle ONE answer in every question)</i></p>	<p>Are there any entry requirements regarding:</p> <p>(a) Work experience in education? Yes No</p> <p>If yes, please specify:</p> <p>.....</p> <p>.....</p> <p>(b) Leadership experience? Yes No</p> <p>If yes, please specify:</p> <p>.....</p> <p>.....</p> <p>(c) Academic qualifications? Yes No</p> <p>If yes, please specify:</p> <p>.....</p> <p>.....</p> <p>(d) Other, please specify:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>5) Total duration of the Programme (in months)</p>	<p>.....</p>
<p>6) Type of Participation <i>(Please select ONE answer)</i></p>	<p>1. Mandatory 2. Optional</p>
<p>7) Mode of Participation <i>(Please select ONE answer)</i></p>	<p>1. Full-time 2. Part-time 3. Both</p>
<p>8) Nature of participation <i>(Please select ONE answer)</i></p>	<p>1. Only face-to-face 2. Only distance learning 3. Blended</p>

<p>9) Participants <i>(Please write your answer)</i></p>	<p>What many students are currently enrolled in the Programme (for the academic year 2012-2013)?</p> <p>.....</p> <p>.....</p>
<p>10) Instructors <i>(Please write your answer)</i></p>	<p>What is the professional background of those who are responsible for the delivery of this Programme?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>11) Teaching and learning methods</p>	<p>a) What teaching strategies and learning methods are used in your programme? (Please indicate the range of methods used e.g. lectures, workshops, group-work, coaching, networks, e-networking, internal conferences, on-line learning, peer-work, seminars, discussions etc.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>b) Do you employ any coaching-mentoring strategies within the Programme?</p> <p>Yes No</p> <p>If no, please go to the next question. If yes, please describe briefly these coaching strategies and how these are incorporated in your Programme.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>13) Face-to-face time</p>	<p>How are the lectures/seminars/meetings structured with regard to time? (e.g. twelve 3hours sessions)</p>

	<p>.....</p> <p>.....</p> <p>.....</p>
<p>14) Training material</p>	<p>What training material is used? (e.g. textbooks, journals, online material etc.)</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>15) Feedback <i>(Please select ONE answer)</i></p>	<p>f) Do you use any feedback system? (e.g. self-reported information, 360 degree evaluation, diagnostic tool etc.)</p> <p>Yes No</p> <p>If no, please go to the next question.</p> <p>If yes, please describe briefly the feedback system used and its purpose/functions</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>16) Assessment <i>(Please write your answer)</i></p>	<p>What methods of assessment do you use in the context of this Programme? (assignments, project, tests etc.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>17) ECTS</p>	<p>How many ECTS does the Programme include?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>18) Professional Validity</p>	<p>(a) What does this degree/certificate/fulfilling a programme mean in practice for the teachers/leaders?</p> <p>For example: Do they get exemptions from other degrees, Do they get extra credits towards promotion</p> <p>Is this programme mandatory for promotion?</p>

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
19) Certification	<p>Please indicate the type of certification/leaving degree upon completion of the specific programme.</p> <p>.....</p> <p>.....</p> <p>.....</p>
20) Evaluation of Professional Development <i>(Please select ONE answer)</i>	<p>Do you evaluate the Programme?</p> <p>Yes No</p> <p>If yes, please proceed to section C</p> <p>If no, thank you for participating in this study</p>

Part C: Evaluation of Professional Development Programmes

1. The following questions are about the evaluation of the particular Programme. Please select only ONE answer for each question

	Never	Rarely	Sometimes	Often	Always
Do you use evaluation data to change the format or content of this programme					
Are the evaluation results forwarded to the participants?					
Are the evaluation results forwarded to the management of your institution?					

2. Do you usually evaluate the effectiveness of the particular Programme in the following areas. Please select only ONE answer for each question.

	YES	NO
Participant satisfaction		
Change in participants views/attitudes		
Change in participants knowledge/skills		
Changes in participants behavior		
Change in participants organisation/school		
Impact on students' performance at participants' schools.		
Cost effectiveness		

3. How useful do you think it is to evaluate whether the particular Programme has impacted on the following aspects? Please select only ONE answer for each question.

	Not useful at all	Not very useful	Somewhat useful	Useful	Very useful
Participant satisfaction					
Change in participants views/attitudes					
Change in participants knowledge/skills					
Changes in participants behavior					
Change in participants organisation/school					
Impact on students' performance at participants schools.					
Cost effectiveness					

4. Which methods do you usually use when evaluating the particular Leadership Professional Development programme? Please select only ONE answer for each question.

	YES	NO
End of course questionnaire		
End of module questionnaire		
Participant Interviews		
Participant reflective learning logs and diaries		
Classroom observations		
Monitoring performance results at participants schools		
Shadowing participants at workplace		
Other, please specify		

.....		
.....		
.....		

5. How useful do you think the following methods are for evaluating the impact of the particular Programme? Please select only ONE answer for each question.

	Not useful at all	Not very useful	Somewhat useful	Useful	Very useful
End of course questionnaire					
End of module questionnaire					
Participant Interviews					
Participant reflective learning logs and diaries					
Classroom observations					
Monitoring performance results at participants' schools					
Shadowing participants at workplace					
Other, please specify					
.....					
.....					
.....					

THANK YOU FOR YOUR COOPERATION

NB: Please attach accompanying documents (see covering letter) to the questionnaire and use the pre-paid self-addressed envelope to post it to CERE.

Appendix C: The National In-service Training Programmes for School Leaders
(NITPSL)

Table C1
Structural Elements of the Mandatory National Inservice Training Programmes for School Leaders (NITPSL)

Target group	Basic structural characteristics	
Primary Headteachers	Years offered	10
	Entry requirements	First year in post (newly promoted)
	Duration	1 year
	Type of participation	Mandatory
	Mode of participation	Full time (once a week)
	Nature of participation	Face-to-face
	Contact Hours	26 weekly meetings of 5 hours each
	ECTS	N/A
	Instructors	CPI personnel, inspectorate, experienced headteachers, academics, policy makers
	Evaluation	End of each module, , End of programme questionnaire participants' satisfaction
	Number of trainees (2012-2013)	97
Secondary Headteachers	Years offered	10
	Entry requirements	First year in post (newly promoted)
	Duration	1 year
	Type of participation	Mandatory
	Mode of participation	Full time (once a week)
	Nature of participation	Face-to-face
	Contact Hours	23 weekly meetings of 5 hours each
	ECTS	N/A
	Instructors	CPI personnel, inspectorate, experienced headteachers, academics, policy makers
	Evaluation	End of each module, , End of programme questionnaire participants' satisfaction
	Number of trainees (2012-2013)	14
Secondary Education Deputy Headteachers	Years offered	10
	Entry requirements	First year in post (newly promoted)
	Duration	1 year
	Type of participation	Mandatory
	Mode of participation	Full time (once a week)
	Nature of participation	Face-to-face
	Contact Hours	25 weekly meetings of 5 hours each
	ECTS	N/A
	Instructors	CPI personnel, inspectorate, experienced headteachers, academics, policy makers
	Evaluation	End of each module, , End of programme questionnaire participants' satisfaction
	Number of trainees (2012-2013)	135

Table C2

Learning, coaching and feedback systems of the Mandatory National Inservice Training Programmes for School Leaders (NITPSL)

Target group	Basic contextual characteristics	
Primary Headteachers	Content	<ul style="list-style-type: none"> • Introductory sessions prior to taking up post on rules and regulations • Strategic Planning • Pedagogic Leadership • School Development Planning for School Improvement • Cyprus Education Reform • General Pedagogy and School Organisation
	Aims and Objectives	<ul style="list-style-type: none"> • Offer participants updates on current educational trends. • Support participants in understanding the importance of management in education. • Support participants in developing management and administration skills. • Support participants' personal and professional development and self-valuing.
	Standards/Competencies	<ul style="list-style-type: none"> • None
	Teaching/Learning Options	<ul style="list-style-type: none"> • Lectures • Networking • Mentoring • Online learning platform
	Coaching/Mentoring	<ul style="list-style-type: none"> • YES • Newly promoted headteachers are grouped under an experienced headteacher who acts as their mentor
	Training Material	<ul style="list-style-type: none"> • PowerPoint presentations • Online learning platform (online system where module material is uploaded)
	Feedback systems	<ul style="list-style-type: none"> • Participant satisfaction data for instructor and module content (end of course)
Secondary Headteachers	Content	<ul style="list-style-type: none"> • Strategic Planning • Pedagogic Leadership • School Development Planning for School Improvement • Cyprus Education Reform • General Pedagogy and School Organisation
	Aims and Objectives	<ul style="list-style-type: none"> • Offer participants updates on current educational trends. • Support participants in understanding the importance of management in

		<p>education.</p> <ul style="list-style-type: none"> • Support participants in developing management and administration skills. • Support participants' personal and professional development and self-valuing
	Standards/Competencies	<ul style="list-style-type: none"> • NONE
	Teaching/Learning Options	<ul style="list-style-type: none"> • Lectures
	Coaching/Mentoring	<ul style="list-style-type: none"> • NO
	Training Material	<ul style="list-style-type: none"> • PowerPower point presentations • Any other material instructors provide
	Feedback systems	<ul style="list-style-type: none"> • End of course and programme evaluation
Secondary Deputy Headteachers	Content	<ul style="list-style-type: none"> • Rules and regulations • Management and Organisation of the school unit • Pedagogic Leadership • School Development Planning for School Improvement • Promoting Teaching and Learning
	Aims and Objectives	<ul style="list-style-type: none"> • Offer participants updates on current educational trends. • Support Deputy Headteachers in understanding the importance of their role in managing their schools • Support participants in developing management and administration skills. • Support participants' personal and professional development and self-valuing
	Standards/Competencies	<ul style="list-style-type: none"> • None
	Teaching/Learning Options	<ul style="list-style-type: none"> • Lectures
	Coaching/Mentoring	<ul style="list-style-type: none"> • NO
	Training Material	<ul style="list-style-type: none"> • Power point presentations • Any other material instructors provide
	Feedback systems	<ul style="list-style-type: none"> • End of module and programme evaluation

Appendix D: Postgraduate Leadership Development Programmes in Cyprus

Table D1
Structural Elements of Postgraduate Programmes in Educational Leadership

Target group	Basic structural characteristics	
UCY Masters Ph.D. Educational Administration and Evaluation	Programme Life	15
	Target group	Teachers Deputies Headteachers Inspectors Unemployed graduates
	Level of Education	All
	Entry Requirements	No teaching experience No leadership Experience First Degree in education (or relevant subject)
	Duration	24 months (MA) 3-5 years (Ph.D.)
	Type of participation	Once registered participation obligatory
	Mode of participation	Full time (MA.) Fulltime and partitime (Ph.D)
	Nature of participation	Face-2-face
	Participants	35-40
	Contact Hours	13*3hs sessions (MA)
	ECTS	90
	Instructors	Academics with PhD in Education
	Evaluation	-end of each module/participants satisfaction level
UNIC Masters Educational Leadership and Management	Programme Life	5
	Target group	Teachers Deputies Headteachers
	Level of Education	All
	Entry Requirements	No teaching experience No leadership Experience First Degree in education (or relevant subject) Personal Interview
	Duration	18-24 Months
	Type of participation	Once registered participation obligatory
	Mode of participation	Fulltime and partitime
	Nature of participation	Face-2-face
	Participants	45
	Contact Hours	13*3hs sessions (MA)
	ECTS	90

	Instructors	Academics with PhD in Education with school administration experience
	Evaluation	end of each module/participants satisfaction level
UNIC Masters (online) Educational Leadership and Management Available only in Greek	Programme Life	1
	Target group	5 years Teachers Deputies Headteachers Inspectors
	Level of Education	All
	Entry Requirements	No teaching experience No leadership Experience First Degree in education (or relevant subject) Personal Interview
	Duration	18-24 Months
	Type of participation	Once registered participation obligatory
	Mode of participation	Fulltime and parttime
	Nature of participation	Distance learning
	Participants	130
	Contact Hours	Own time
	ECTS	90
	Instructors	Academics with PhD in Education
	Evaluation	end of each module/participants satisfaction level
UNIC PhD. Educational Leadership and Management	Programme Life	3
	Target group	Teachers Deputies Headteachers Inspectors
	Level of Education	All
	Entry Requirements	No leadership Experience First Degree in education (or relevant subject) MA degree
	Duration	3-8 years
	Type of participation	Once registered participation obligatory
	Mode of participation	Fulltime and parttime
	Nature of participation	Face to face
	Participants	17
	Contact Hours	13*3hs sessions
	ECT	240
	Instructors	Academics with PhD in Education
	Evaluation	End of each module/participants satisfaction level

Table D2

Learning, coaching and feedback systems Postgraduate Programmes in Educational Leadership

Target group	Basic contextual characteristics	
UCY Masters Ph.D. Educational Administration and Evaluation	Content	<ul style="list-style-type: none"> • Duties and responsibilities of school administration and management. • New ideas and current trends in the areas covered by the Programme.
	Aims and Objectives	<ul style="list-style-type: none"> • to undertake research in the areas of organisation, administration and evaluation in education • to prepare leadership personnel and researchers who understand the context within which educational organisations operate in a productive and creative way • to offer services to the wider educational community in the areas of administration, management, leadership, evaluation and school effectiveness
	Standards/Competencies	<ul style="list-style-type: none"> • None
	Teaching/Learning Options	<ul style="list-style-type: none"> • Lectures, Group Work • Seminars
	Coaching/Mentoring	<ul style="list-style-type: none"> • No coaching or mentoring elements
	Training Material	<ul style="list-style-type: none"> • Textbooks, journals, online material
	Feedback systems	<ul style="list-style-type: none"> • Student satisfaction data for instructor and module content (end of course)
	Assessment	<ul style="list-style-type: none"> • Examinations, course work
	Professional validity	<ul style="list-style-type: none"> • Not Mandatory for Promotion • Graduates are awarded 3 credits towards promotion.
	Certification	<ul style="list-style-type: none"> • MA • Ph.D
UNIC Masters Educational Leadership and Management	Content	<ul style="list-style-type: none"> • Theories in educational leadership and management • New trends in the area • Evaluation processes for development
	Aims and Objectives	<ul style="list-style-type: none"> • Prepare school leaders within the Cypriot Educational Context to actively and critically implement their role • Offers opportunities for practicing the leadership and management competencies that school leaders need
	Standards/Competencies	<ul style="list-style-type: none"> • None
	Teaching/Learning Options	<ul style="list-style-type: none"> • Lectures, Group Work • Seminars • Experiential learning

	Coaching/Mentoring	<ul style="list-style-type: none"> No coaching or mentoring elements
	Training Material	<ul style="list-style-type: none"> Textbooks, journals Case studies
	Feedback systems	<ul style="list-style-type: none"> 360o evaluation
	Assessment	<ul style="list-style-type: none"> Examinations, course work
	Professional validity	<ul style="list-style-type: none"> Not Mandatory for Promotion Graduates are awarded 3 credits towards promotion
	Certification	<ul style="list-style-type: none"> MA.
UNIC Masters (online)	Content	<ul style="list-style-type: none"> Theories in educational leadership and management New trends in the area Evaluation processes for development
	Aims and Objectives	<ul style="list-style-type: none"> Prepare school leaders within the Cypriot Educational Context to actively and critically implement their role Offers opportunities for practicing the leadership and management competencies that school leaders need
	Standards/Competencies	<ul style="list-style-type: none"> None
	Teaching/Learning Options	<ul style="list-style-type: none"> Lectures, Group Work e-networking online learning
	Coaching/Mentoring	<ul style="list-style-type: none"> No coaching or mentoring elements
	Training Material	<ul style="list-style-type: none"> Textbooks, journals
	Feedback systems	<ul style="list-style-type: none"> End of Course evaluation End of Course evaluation
	Assessment	<ul style="list-style-type: none"> Examinations, course work
	Professional validity	<ul style="list-style-type: none"> Not Mandatory for Promotion Graduates are awarded 3 credits towards promotion
	Certification	<ul style="list-style-type: none"> MA (DL)
UNIC PhD	Content	<ul style="list-style-type: none"> Theories in educational leadership and management New trends in the area Evaluation processes for development Large scale research in the field
	Aims and Objectives	<ul style="list-style-type: none"> Prepare school leaders within the Cypriot Educational Context to actively and critically implement their role Offers opportunities for practicing the leadership and management competencies that school leaders need
	Standards/Competencies	<ul style="list-style-type: none"> NONE
	Teaching/Learning	<ul style="list-style-type: none"> Lectures, Group Work

	Options	
	Coaching/Mentoring	<ul style="list-style-type: none"> • No coaching or mentoring elements
	Training Material	<ul style="list-style-type: none"> • Textbooks, journals • Case studies
	Feedback systems	<ul style="list-style-type: none"> • 360o evaluation
	Assessment	<ul style="list-style-type: none"> • Assignments • Projects • Small scale research • presentations
	Professional validity	<ul style="list-style-type: none"> • Not mandatory • 5 credits towards promotion towards promotion
	Certification	<ul style="list-style-type: none"> • Ph.D