Building capacity in schools – dealing with diversity between schools

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Pressure or support in school improvement?

Pressure or support, centralisation or decentralisation, are old dilemmas in school improvement. Nowadays, there is a lot of pressure and central, external steering imposed on schools. For example, we see more influence worldwide of the government on the goals and content of education (by standards or a core curriculum). Also the political agenda of the government, for example in relation to multiculturalism, is imposed on schools. Another example of external steering is the so-called implementation staircase. In the Netherlands, standards or attainment targets are elaborated in curricula by the Institute for Curriculum Development and by different other agencies; curricula are elaborated in manuals by textbook writers; and may test are made by the National Institute for Educational Measurement. So the work of teachers in the classroom is steered by different agencies with their own views on education and with different meanings of what counts as good education. And also the inspectorate with their own framework of what counts as quality has a strong influence on the work of teachers, because results are published and because of negative sanctions, like more rigorous control if the results are not so good.

External steering, effective or contraproductive?

On the other hand, the effectiveness of a lot of innovations, imposed on schools by the government or other external authorities or agencies seems questionable, sometimes highly questionable. In The Netherlands and in Flanders, for more than 25 years policy-makers have emphasised differentiation in the classroom. But the results are minimal. And in GB the famous national Literacy and Numeracy Strategies–programme, an example of a large-scale reform, shows maybe impressive results. In a 4-year period (1997-2000) literacy and math proficiency increased from 60 % to 75% of the children who reach a level of 4 or above. But the results have remained at the same level for the last three years and plateaued below an acceptable level. And despite the enormous effort, and the rather narrow focus on numeracy and literacy, there is only a minority of schools deeply engaged in these strategies and the gap between the children who are doing well and doing not so well remains (Barber, 2002; Fullan, 2005).

There are even contraproductive effects like deprofessionalisation of teachers. The consequence of strong external steering can be that teachers no longer rely and build on their own repertoire of knowledge and skills. They see themselves more and more as an executive professional, and less as an active professional (Vandenberghe, 2004). According to Jeffrey (2002) a humanist discourse prevalent in teacher relations with students, colleagues and advisors/inspectors has been challenged by a performativity discourse. This performativity discourse distances teachers from students and creates a dependency culture in opposition to previous mutual and intimate relations. It creates self-disciplining teams that marginalize individuality and stratifies collegial relations in opposition to previous relations where primary teachers sought consensus; and creates subjugatory, contrived and de-personalized relations between local advisors/inspectors in preference to previous partnership relations.

Active professionals for the knowledge society

The contraproductive effects of a centralised and prescriptive improvement programme are elucidated by Barber, one of the most important advisors of Tony Blair in matters of education and involved in the above mentioned national Literacy and Numeracy Strategies – programme, a programme not without success (Barber, 2002). According to Barber, until the mid-1980s what happened in schools and classrooms was left almost entirely to the teachers to decide. However, at the time no means were in place to ensure effective practice was identified, disseminated and universally adopted. The profession itself was uninformed. The response of the Thatcher government in the mid-1980s to the evidently underperforming system was to centralise. But, ironically, it too was in no position to prescribe on the basis of real knowledge because the system generated so little good evidence or data. The result was a move from a system of *uninformed professional judgement* to one of *uninformed prescription*. However, as a result of the reforms of the late 80s and early 90s – especially the National Curriculum, national testing and independent inspection – the potential for the system to become informed was established. The Blair government used the emerging evidence – as well as international research – to inform and justify its literacy and numeracy strategies at primary school level. In addition it was able to monitor the implementation of policy better than ever before and was therefore able to refine and strengthen implementation as it proceeded. In short, the 1997-2001 Blair government inherited a system of *uninformed prescription* and replaced it with one of *informed prescription*. This worked remarkably well for a while. It was an important and necessary stage but it had a downside: teachers perceived the changes as imposed from outside and worried about the degree to which they could tailor and adapt the government's materials to their own purposes. Moreover, in a fast-moving, large, complex system, confidence, innovation and creativity at the frontline – where the service meets the customer – is of vital importance. Centrally driven policies, however good, cannot by definition deliver these vital characteristics. The response to this problem is an approach which trusts teachers' informed professional judgement and stimulates school-led innovation. So the next shift is from *informed prescription* to *informed professional judgement*. Fullan (2005:8) added that informed professional judgement must be understood to be a collective quality, not just an individual one.

The diagram below shows this movement from uninformed professional judgement, via uninformed prescription and informed prescription to informed professional judgement.
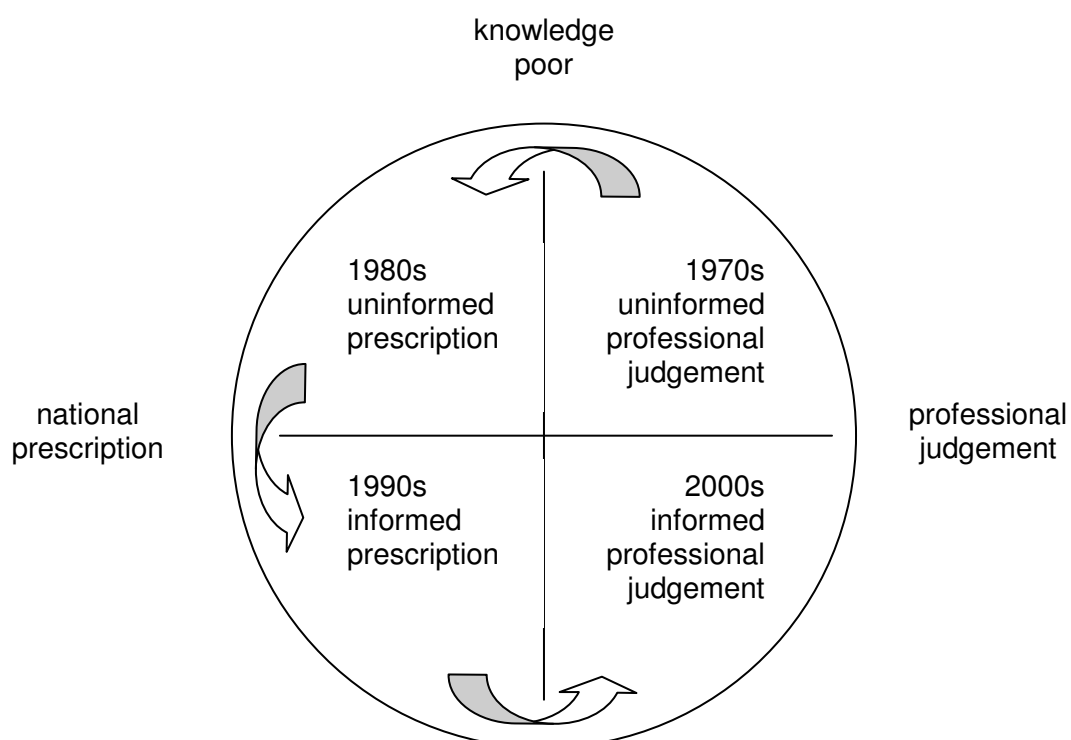
knowledge
rich

adapted from Barber (2002)

This approach is more in line with the demands of the so-called knowledge society. As Hargreaves (2003) points out, in these societies we need creative, flexible, independent, co-operative people. It is rather paradoxical if the society consider schools and teachers – who have to play an important role in the preparation of young people for this knowledge society - as the opposite: as executive professionals and executive organisations.

Capacity building is learning

So, there are good reasons to look for another balance between pressure and support or, in other words, between accountability and capacity building, when we are thinking about improving schools. It is true that strong connections from schools to the external world and a demanding culture are necessary (Fullan, 2005). But maybe more important these days is to make the internal capacity of schools stronger.

Capacity building is a learning process. There are important analogies between the learning of pupils and the learning of schools. Just as learning is a personal process and nobody (i.e. a teacher, can learn for someone else, capacity building is something a school and teachers can only do themselves. Advisers can only help and stimulate. And just as pupils differ in the level of capacities they learned, so do schools. The social-constructivist learning theory pays attention to the relation between the level of the capacity of pupils and their degree of self-control on the one hand and the degree of external control of the learning process by the teacher on the other hand. The higher the degree of self-control, the lower the degree of external steering should be. Furthermore, external steering must stimulate the development of the self-control by invoking something like the zone of proximal development (Vygotsky). The same goes for schools. Schools differ in capacity as well. And in the advisory services to schools we have to promote the self-learning capacity of schools and, at the same time, deal with this diversity. In other words, we have to take into account in our support to schools, that not all the schools are the same and schools differ in capacity. Just as teachers had to deal with diversity and have to adjust their strategies to the diversity of the pupils, school leaders and school advisers have to deal with diversity between schools and must adjust their strategies to the level of capacities of the school. So important questions for school leaders and for school advisers are
1. how can we evaluate the level of capacities in a school?
2. what can we do in order to move from the present-day level of the capacities to the next higher level?

Three capacities and four phases of development

Our working hypothesis is that the general capacity of the school to develop, to realise and to evaluate its own policy depends on the quality of three specific internal capacities: the personal, the interpersonal and the organisational capacity in the school (Mitchell & Sackney, 2000; Verbiest, 2004; Sackney, 2005).
The personal capacity consists of the active, reflective and critical (re)construction of knowledge. This personal capacity develops when teachers and school leaders – trying to improve the results of the pupils - reflect on their behaviour in the classroom and in the school and when they reflect on their implied mental models. It develops when they investigate and try to improve their thinking and acting, using scientific theories and examples of good practices.

The interpersonal capacity consists in the ability of teachers and school leaders to learn together and work together on shared purposes and on the basis of a shared vision. This interpersonal capacity develops when the staff and the school leader share a vision, expressing the improvement of the learning of the pupils; are also learning as a group (collective learning) and share the norms and practices about learning and teaching.
The organisational capacity consists of the cultural and structural conditions that create and maintain the personal and interpersonal capacity building. The organisational capacity contains structural (financial, organisational) and cultural (a culture of respect, trust and care but also a demanding culture) aspects. Shared and supporting leadership is also an important aspect of this organisational capacity.

Schools are not either a professional community or not. It is more helpful to view the development of a professional learning community along a continuum. Eaker, DuFour & DuFour (2002) make a distinction in four stages of a continuum: pre-initiation, initiation, developing and sustaining. Each aspect of a professional learning community is described along this four stages. Also Huffman & Hipp (2003) make a combination of different aspects of school capacities with four levels or phases of development of these capacities. Originally, the authors combine five dimensions of a professional learning community (shared and supportive leadership, shared values and vision, collective learning and application, shared professional practice, supportive conditions) with the phases of school development, described by Fullan (initiation, implementation and institutionalisation). Hipp (2005) adds a fourth (or first) phase: the phase of non-initiation. Hipp (2005) describes each of the dimensions of a professional learning community in the different phases of development. This description leads to a so-called *Professional Learning Community Development Rubric* (PLCDR). Below there is an example of this elaboration by Hipp (2005):

	PHASES OF SCHOOL DEVELOPMENT			
DIMENSION	not initiated	initiation	implementation	incorporation
Shared and supportive leadership	Leadership is held by school administrators; staff are not empowered around issues of teaching and learning	Pockets of leadership exist beyond school administrators; staff are nurtured and encouraged to take leadership roles.	Leadership is prevalent across the school; staff share power, authority and responsibility around issues of teaching and learning.	Leadership and decision making are broad-based; empowerment exists around issues of teaching and learning; staff is committed and accountable.

adapted from Hipp (2005)

We also use these four phases of development and slightly adjust the different capacities, in order to take into account the personal capacity. The table below shows this combination of the three school capacities with the four phases of development of these capacities.

	PHASES OF SCHOOL DEVELOPMENT			
CAPACITY	not yet initiated	initiated	implemented	incorporated
Personal capacity o active, reflective and critical (re)construction of knowledge				
Interpersonal capacity o shared values and shared vision on learning and teaching o collective learning and shared practices				
Organisational capacity o supportive structural conditions				

o supportive cultural conditions o shared, supportive and stimulating leadership				

In Appendix A one finds a more elaborated version of this matrix, each cell filled in with a description of the different aspects of the capacities, according to the level of development.

The evaluation of the phase of development.

Devices as the so called The *Professional Learning Community Development Rubric* (Hipp (2005) was designed to be used for school staff to reflect on the school culture and to delineate the progression of specific school level practices that reflect each dimension through each level of change. These devices are not standardised assessments – but can be used for diagnostic purposes.

The instrument described in appendix A was piloting during a workshop at the Enirdem-conference 2005[1] by 26 participants (school leaders, consultants, school leader trainers and researchers), divided in four mixed groups. Participants were asked to think about a concrete school and try to apply one or two aspects. The aim of the activity was to discuss applicability of the instrument. The general opinion in the groups was that the instrument can be used for self-evaluation because it can stimulate creative dialogue among staff. According to the participants, tools like the version we described in appendix A can be used in the first place to make a diagnosis of the level of the capacities of the school and, at the same time, to stimulate a dialogue between the staff. And this dialogue in itself can already be a way of improving the interpersonal capacity of the school. The instrument can be used different times too, to see if there is any progress.

There were some comments about whether different phases can be separated as they are.

Moving to a higher level

From the perspective of school leaders, advisors and researchers, the question is not only: "in which phase of development are the capacities of the school situated?". An even more important question is "what to do in order to move from the present-day level of the capacities to the next higher level?".

We can go a step further and use the tool not only diagnostically. We can adjust the matrix in order to get ideas or suggestions about the second question. We deliberately use the word 'ideas' or 'suggestions' and not 'answers', because the way in which a school can move to a higher level, shall be specific, due to the circumstances and possibilities of that school. So it seems not possible to give *the* answer on the question of how to move. But it is possible to formulate some ideas or suggestions that can help schools to move further.

Here, coming back to the analogy we mentioned before between the learning of pupils and school development, we can formulate three criteria the suggestions must meet:

- o the suggestions must take into account the present level of development. The suggestions must build upon the capacities which have already been developed ; that means also that moving to "higher" levels the school leader or advisor has to recognise that the school and the teachers are already capable to a certain degree and that the role that they play in developing the school can increase
- o the suggestions must be directed to the next level of development. The suggestions must be possible to realise, in the sense that the proposed idea is not too far removed from the present situation and can be reached by the school (if necessary and possible with some external support).
- o the suggestions must promote the self-directed learning of the school. Especially in the lower levels of capacity the danger is that schools lean too much on external

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[1] Verbiest & Erculj (2005): *Building capacity in schools – dealing with diversity between schools.* Workshop at the 14th conference of the European Network for Improving Research and Development in Educational Management. September, 22 – 25, Brno/Telč, the Czech Republic,
In the workshop

sources. And although the use of external sources can help a school to move to a higher level, the goal is to improve the capacity of the school so that schools can develop, realise and evaluate its own policy. In this sense, the suggestions cannot be too concrete and must leave some space for the school to evaluate the suggestions and to adjust these suggestions to its own situation.

Against this background, we expand the matrix in Appendix A, so that there is space for the suggestions on how to move from one phase to another. The table below shows not only the combination of the capacities with the phases of development, but also the combination of the capacities with the suggestions for actions one can undertake to move from a certain phase to the next phase.

	PHASES OF SCHOOL DEVELOPMENT AND SUGGESTIONS FOR ACTIONS						
CAPACITY	not yet initiated	ACTION	initiated	ACTION	imple-mented	ACTION	incor-porated
Personal capacity o active, reflective and critical (re)construction of knowledge							
Interpersonal capacity o shared values and shared vision on learning and teaching o collective learning and shared practices							
Organisational capacity o supportive structural conditions o supportive cultural conditions o shared, supportive and stimulating leadership							

In the early mentioned workshop at the Enirdem-conference 2005 we ask researchers, consultants and school leaders to describe actions and give suggestions, they found effective in moving a specific capacity in a school to a higher level.

In the workshop a lot of suggestions were made. In the table below one can find some examples of these suggestions:

Capacity	from	to	Action
active, reflective and critical (re)construction of knowledge	not yet initiated	Initiated	▪ provide teachers who show reflective behaviour with information (journals..) ▪ stimulate and reward teachers who show reflective behaviour (conference.) ▪ invite teachers who show reflective behaviour to tell about in staff meeting ▪ provide teachers who show reflective behaviour with the opportunity to visit other schools or work in external networks
shared values and visions on learning and the role of the teacher	not yet initiated	Initiated	▪ talking with individual teachers or in small groups, asking about what children must learn, how we know if they have learned and what we do if children do not learn.
collective learning and shared practices	initiated	implementation	▪ a training program about collective learning
supporting conditions – sources, structures and systems	implementation	institutionalisation	▪ the school leader develops with the team a professionalisation program, connected to the vision and policy of the school
supporting conditions – culture	not yet initiated	Initiated	▪ sharing knowledge ▪ investing in trust, caring relationships, respect ▪ valued-discourses, with teachers and parents ▪ field visits ▪ reading literature ▪ planning effective team meetings ▪ giving sufficient information by school leader
supporting conditions – culture	Initiated	implementation	▪ team dialogue ▪ value creating process ▪ celebrating success ▪ inter-team work ▪ exchange of experiences ▪ initiating the concept of 'critical friend'
supporting conditions – culture	implementation	institutionalisation	▪ leading innovation projects ▪ learning as a core activity
supporting, stimulating and shared leadership	not yet initiated	Initiated	▪ school management sets up a small management team (or something comparable to it) ▪ person appointed as responsible disseminating information (giving and receiving information)
supporting, stimulating and shared	Initiated	implementation	▪ providing opportunities for teachr professional development ▪ setting ip middle-management teams

leadership			▪ team-teaching
supporting, stimulating and shared leadership	implementation	institutionalisation	▪ frequent opportunities for dialogue among parents, teachers and management ▪ changing responsibilities within teams.

According to the participants, the instrument can also be used by school leaders to focus on processes (how can we lead the process of school improvement)

In further stage, these and other suggestions will be tested in research about the development of schools as professional learning communities.

Conclusion

In this paper we made an analogy between the learning of pupils and the learning of a school. Teachers have to assess the level of capacities of a pupil and have to attune their pedagogical-didactical approaches to this level, in order to bring the capacities to a next level. And in this, teachers have to stimulate the self-directed learning of the pupils more and more. This is not always easy for teachers. Their pedagogical-didactical repertoire seems sometimes very restricted and it looks as if they have no alternative for their traditional approach of telling and explaining.
The same goes for school leaders and advisors. They also have to assess the level of capacities of the school and have to attune their approach to this level. And also for school leaders and advisors it seems very difficult to expand their repertoire beyond telling how to do it and a non-directive approach, leaving the school and the teachers to themselves.
This contribution tries to expand the repertoire of school leaders and advisors by building on the work of Eaker, DuFour & DuFour (2002) and of Hipp (2005) who combined the idea of school capacity with phases or development in a tool for assessing. We moved a step further by developing this tool into a frame for discussing and finding actions that can bring a school to the next phase of development.
To terminate, we point to a pitfall. In general school leaders are enthusiastic about the idea of developing capacities in the school as an alternative approach for external steering. But their enthusiasm often has been tempered by their uncertainty about how to do it. So many school leaders are looking for step-by-step recipes. But the bad news is that there are no such recipes. Not only because there are no general action plans, useful for every school. But also – and more importantly – capacity building requires working on at the three specific capacities at the same time. That is because the three capacities are depending on each other; they support or hinder each other. For example, collective learning asks not only for individual reflective capacity, but also for organisational capacity such as time and space and a school leader who stimulates and coaches the process of collective learning. In the words of Fullan, when a school asks for help in capacity building, "*we are not offering a menu, but the whole meal*"[2].

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CAPACITY BUILDING IN SCHOOLS

APPENDIX A

Personal capacity: active, reflective and critical (re)construction of knowledge			
Individual teachers reflect on their behaviour in the classroom and in the school, on their implied mental models, and investigate and improve their thinking and acting, using scientific theories and examples of good practices.			
not yet initiated	**Initiated (starting)**	**Implementation (doing)**	**Institutionalisation (embedded)**
	Limited individual reflection	*Broader aspiration for improvement; use of research to carefully look into one's own actions*	*Systematically and widely spread critical reflection on one's own actions*
- teachers are guided by routines and external directions (i.e. manuals) - behaviour and results of pupils are attributed almost completely to the capacities of the pupils - teachers strive hard to improve their pedagogical and didactical actions	- some teachers reflect on their own on their behaviour in the classroom, asking themselves the relationship between their behaviour and the results of the pupils - they ask themselves questions about the influence of their actions on the results/behaviour of their pupils - some teachers use scientific insights to analyse and improve their practices - some teachers visit other schools to find good practices and/or work in external networks	- several teachers critically research their own underlying views about education and bringing up children - several teachers see a relationship between results/behaviour of pupils and their own actions and strive for improvement of their pedagogical-didactical actions - a number of teachers systematically (use of data and action research) tries to research the effects of their actions - several teachers use scientific insights to analyse their practices and to improve - several teachers visit other schools to find good practices and/or work in external networks	- there is a strong conviction that results/behaviour of pupils are mainly determined by pedagogical-didactical actions - one systematically strives to improve the pedagogical-didactical actions - throughout the school research is used systematically (use of data, actions research) to clarify and improve the effects of teachers' actions - scientific insights aimed at improving the practices are systematically spread and used in the school - visiting other schools and functioning in external networks is organised on a school level.

SHARED VALUES AND VISIONS ON LEARNING AND THE ROLE OF THE TEACHER			
Team members and school management share the vision of the school which is strongly focused on improving the learning of the pupils; they support norms of behaviour which guide decisions on learning and teaching.			
not yet initiated	**Initiated (starting)**	**Implementation (doing)**	**Institutionalisation (embedded)**
	values and norms are accepted	*focus on pupils high expectations*	*shared vision leads learning and teaching*
▪ there is no school vision or it is not being supported (paper vision) ▪ there is a lot of difference in views between the team members about the vision and the values the school stands for. ▪ the vision does not focus or hardly focuses on the learning of pupils, on the quality of learning	▪ values and norms are being accepted, but not yet by everyone ▪ a collective process of the development of vision is initiated ▪ visions and values have not been researched fully yet ▪ there is more or less a focus on the learning of pupils, but not everyone has the same opinions about this	▪ the vision and values are being discussed and researched by the entire team so that there is a consensus on the vision. ▪ the vision and values express high expectations of the learning of the pupils ▪ one tunes the views on learning and teaching to each other	▪ a shared vision and values are clearly present in the team ▪ the vision leads the decisions about learning and teaching and about school reform

COLLECTIVE LEARNING AND SHARED PRACTICES			
Team members share and evaluate information together and co-operate in planning, solving problems and improving the learning of pupils			
not yet initiated	**Initiated (starting)**	**Implementation (doing)**	**Institutionalisation (embedded)**
	sharing of information *dialogue*	*co-operation* *deep learning* *problem solving*	*application and development of knowledge, skills and strategies*
▪ team members work isolated, there is no collective learning ▪ as a team one does not talk about educational themes, as a team one talks mainly about topics which do not directly relate to learning and teaching ▪ there are no clues that team members learn from each other, to improve the quality of learning of pupils, one does not observe each other, one does not share experiences, one does not give feedback to each other, one does not act on the basis of what one discusses ▪ team members do not evaluate their own functioning	▪ one mainly talks about matters that do still not directly relate to education and talks less about their own teaching and its influence on the learning op pupils ▪ subgroups start to make plans to improve their teaching ▪ some teachers start teaching each other; they encourage each other, share experiences, observe each other and give feedback on the basis of those observations ▪ collective learning is limited mainly tot the question of effective actions (how?) ▪ individual teachers or subgroups start to implement what they have learned from each other. ▪ only those who have just started teaching have mentor- and coaching programmes	▪ meetings are organised for team members to work together and to solve problems concerning learning and teaching. ▪ as a team one discusses the quality of its teaching and its influence on the learning of pupils ▪ many team members encourage each other ▪ many team members observe each other and give feedback on the basis of those observations ▪ collective learning processes also concern the underlying mental models and moral considerations that play a role in the actions of teachers ▪ team members informally and formally share experiences of new approaches to improve the education pupils receive, team members regularly evaluate their own functioning together with other team members ▪ there are mentor- and coaching programmes for everybody on a voluntary basis	▪ the team implements newly gained insights in their work ▪ the team shares information and co-operates to develop new knowledge, skills and strategies ▪ the team systematically discusses the work of the pupils and the teaching practices which have been tuned to them ▪ the team looks for solutions together to improve the learning of pupils and carries these plans out systematically ▪ the team systematically evaluates its own functioning and corrects this systematically ▪ there are formal and informal mentor- and coaching programmes

SUPPORTING CONDITIONS – SOURCES, STRUCTURES AND SYSTEMS			
consists of possibilities (organisational, financial and material) that enable team members to research practices and to learn individually and collectively			
not yet initiated	**Initiated (starting)**	**Implementation (doing)**	**Institutionalisation (embedded)**
	identification and evaluation of the needs of sources, structures and systems *professionalization is mainly individual*	*suitable use of systems and sources* *professionalization is becoming a policy*	*maximum use and renewal of systems and sources* *professionalization tuned to reform*
▪ sources, structures and systems are insufficient or are insufficiently made use of to promote learning of the team and of the pupils ▪ no time is being allocated to interaction ▪ there is no policy on professionalization ▪ no attention is being paid to the communication structure	▪ one acknowledges the need of sources, structures and systems that are needed to promote the learning of the team and of the pupils ▪ the necessary (minimal) instructional aids and technological support is present. ▪ professionalization is mainly an initiative of the individual teacher ▪ some teachers allocate time and space for interaction, but other things often take priority ▪ communication about work is rather more formal	▪ sources, structures and systems are most of the time suited to promote the learning of the team and the pupils ▪ one has sufficient instructional aids and technological support and uses these ▪ professionalization is set up in accordance with policy; one takes stock of needs and offers possibilities on an individual and on a school level ▪ time and space is allocated and used for interaction by school ▪ communication about work is both formal and informal	▪ innovative practices result in sources, structures and systems that promote the continuous learning of the team and the pupils ▪ presence and use of instructional aids and technological support is being organised in accordance with policy ▪ the professionalization policy is being derived from the innovations that one thinks necessary ▪ possibilities of interactions for team members are systematically planned and connected to the professionalization policy. ▪ one uses a multitude of ways to communicate with each other

SUPPORTING CONDITIONS – CULTURE			
comprises respect, trust and positive caring relationships, norms and critical research and improvement in the entire school			
not yet initiated	**Initiated (starting)**	**Implementation (doing)**	**Institutionalisation (embedded)**
	caring relationships and trust some individuals support a culture of respect and innovation	*broad trust and respect broad constant aim for improvement Recognition and appreciation (celebration of successes)*	*taking risk to innovate mutual effort to guarantee the culture of trust and respect*
- one does not make an effort to bring respect, trust, safety, recognition and appreciation into the culture of the school - there is no mutual sense of responsibility for the learning of the pupils - there is no culture of continual improvement - team members work isolated	- there are attempts to bring respect, trust, safety, recognition and appreciation into the culture of the school - some team members are open and trust each other - care and co-operation is found in some team members - some team members constantly aim to improve their teaching	- team members make an effort tot bring respect, trust, safety, recognition and appreciation into the culture of the school - many team members are open and trust each other - care and co-operation is found in many team members - many team members constantly aim for improving their teaching - one appreciates and celebrates successes publicly	- trust, respect and openness characterises the entire team - the team tries to achieve a long-lasting improvement of education based on critical reflections - the team takes care of maintaining the culture of respect, trust, safety, recognition and appreciation in the school

SUPPORTING, STIMULATING AND SHARED LEADERSHIP			
school management supports and stimulates the teachers, shares influence and authority and promotes and supports leaderships with the team			
not yet initiated	**Initiated (starting)**	**Implementation (doing)**	**Institutionalisation (embedded)**
	supporting of teachers inform and ask for advice leadership roles for team members	*support and stimulate leadership in the team sharing of influence, authority and responsibility*	*the entire team is involved in decision taking the entire team is involved and responsible*
▪ leaderships is exclusively practised by school management ▪ there is hardly support (psychological, concerning content) of teachers by school staff ▪ school staff does not share information with the team and does not involve the team in decision making ▪ team members are not capable or are not given the opportunity of practising leadership with regard to learning and teaching	▪ school management supports the teachers mainly psychologically ▪ school management informs the teachers about important decisions ▪ school management sometimes asks for advice and takes its own decision afterwards ▪ team members are encouraged to take on leadership roles ▪ school management sets up a small management team (or something comparable to it)	▪ school management supports the teachers psychologically and supports them concerning content ▪ school management stimulates teachers to reflect and to further develop themselves ▪ school management involves the entire team in decisions ▪ team members have influence, authority and responsibility with regard to learning and teaching, throughout the entire school leadership is noticeable ▪ team members can initiate changes ▪ school management fully and timely informs the team members about important matters, both when asked and uninvited	▪ team members practice their leadership with regard to learning and teaching ▪ the team members are involved and responsible ▪ the team members have access to key information ▪ the board and other persons concerned accept mutual responsibility of the team for learning and teaching ▪