

TEACHERS' AND SCHOOL HEADS' POSITION ABOUT THE CHANGES AND PROSPECTS OF THE DEVELOPMENT OF LEADERSHIP IN GENERAL EDUCATION SCHOOL

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Abstract. *The article deals with the problems of the changes and prospects of the development of general education school heads' and teachers' leadership: the importance of school heads' and teachers' leadership for systemic change of the quality of school activity has been substantiated, the features of the relations between leadership and the changes in school culture and management have been highlighted, the essential tendencies of the expression of teachers' leadership have been presented; referring to the results of the research school heads' and teachers' position about the changes and prospects of the development of leadership in school has been analysed, the essential factors stimulating and impeding the development of leadership in school have been substantiated.*

Keywords: *leadership of school heads and teachers, development of leadership, changes in the expression of leadership, prospects of the development of leadership.*

Introduction

The problems of leadership in education have been comprehensively analysed by foreign and Lithuanian authors. In the postmodern society, in the context of new challenges of change education must constantly search for potential opportunities in order to effectively implement its purpose. The quality of education is the main strategic goal, the basis for the growth of future knowledge and innovations. The implementation of the strategies of leadership development in education is related to the aspiration to ensure the quality of education responding to the demands of a person and society of present and future. Leaders of education persistently drawing their and all the society's attention to the improvement of the quality of teaching and learning help solve the tasks of the creation of mature civil society, viable national culture, modern economy and democratic state (Pont et al., 2011; Marzano et al., 2011).

Long-term insights of scientists' research on the importance of leadership on systemic qualitative changes in school and education became important provisions of the documents of the education policy of the European Union and national ones and the programmes of their implementation. Foreign and national scientists' research on leadership stimulated the search for the consolidation of the concept of reconceptualised school leadership as a systemic and distributed process and the strategies of its implementation in schools, focusing on leadership as a factor of the development of staff's potential – the basis of the implementation of organizational aims, the precondition of the effectivation of the quality of activity, an important factor of the changes in school governance and culture (Gumuliauskienė & Vaičiūnienė, 2015). In the research on leadership and the practice of its development the focus has been shifted from the head of an institution as a main source of leadership to leadership as a process that is based on individual and organizational development stimulating personal and systemic improvement (Cibulskas & Žydžiūnaitė, 2012; Skarbalienė, 2015, etc.). Leadership is considered as one of the most important factors conditioning the success in many fields of school (Marzano, Waters, & McNulty, 2011, etc.). Schools where teachers' leadership is supported not only achieve better results but also are more innovative (Leithwood, Janzi, & Steinbach, 1999). At the level of school meaningful changes in quality at first are closely related to school heads' and teachers' leadership. School head's leadership is an inseparable condition of the effectiveness of school, a factor of the motivation of teachers' leadership, an important precondition uniting the whole school community and empowering it for leadership, because the head of school is one of the most important persons in the structure of school activity and the main link joining the community and the school. School head's competence and leadership has a big influence on the effectiveness of school governance and leadership development. Teachers' leadership is described as a phenomenon, which describes the teacher's influence that emerges in the relations with the school community and other participants of the system of education encouraging to take up the activity meant to achieve common aims of the school and the system of education and determine the growth of the quality of education (Skarbalienė, 2015, etc.). Leadership has an opportunity to experience success while the community of the organization takes decisions and finds a compromise concerning the achievement of particular goals and opportunities for every member of the community to be acknowledged because of the possessed integral potential to act and perform particular roles (Cibulskas & Žydžiūnaitė, 2012). In the concept of the ensuring of the quality of formal education (2008) leadership is defined as one of the components of the quality of education characteristic to all stages of the organization of the process of education: creating conditions for high-quality education, implementing it and

assessing the outcomes. Therefore, the implementation of leadership in school is directly related to the increase of the quality of education. The bigger number of community members get involved into leadership, the more successful school activity can be. Striving for the progress of school it is expedient to better use the powers of teachers' leadership (Lithuania. Review of the Situation in Education. Good School, 2018).

Leadership in the field of education reveals itself as a complicated interactive social process that manifests itself in an organization with an active communicative aspect characteristic to it, mentorship, striving for feedback (Skarbalienė, 2015), empowerment, participation, sharing responsibilities, learning, focus on common aims and other features. According to Balevičienė & Urbanovič (2012), the concept of leadership is directly related to the process of the formation of school culture. High school culture is reflected by constant learning of the staff, the feeling of identity, collaboration, confidence, good relationships between school and parents. Urbanovič (2011) points out that the culture of responsibility is formed when responsible behaviour is incorporated into all the processes of the organization and becomes a skill of its every member. In the scientist's opinion, the effectiveness of school activity is proportional to the level of responsibility culture in school.

The encouragement of leadership of schools and creation of the opportunities for its expression is one of the strategies important for effective school development and high quality growth, an instrument to strive for successful activity of schools, high quality of teaching and learning. Effective leadership is attributed to the indicators of governance models of schools characterized with high achievements of students (Analysis of the Problem of Education, 2015). Its function in school is to encourage "organizational learning": to help the others learn, to learn from the others, to influence the others' learning (Lambert, 2011, etc.). Thus the relations of the implementation of leadership with the increase of the quality of school activity, teaching/learning, changes in organizational culture and governance are emphasized.

The results of the exploratory research on the expression of leadership in Lithuanian schools conducted by the group of researchers in the first stage of the implementation of the national project "Time for Leaders" (2009-2011) showed that leadership in the education of Lithuania is spontaneous, the initiatives are based on the experience of schools themselves, on the projects that they had performed or still perform, the potential of pedagogues' leadership in schools is acknowledged limitedly, the education of new leaders does not receive sufficient care, the manifestations of leadership are the most slowly adapted by teachers, there is a lack of collaboration and closer mutual understanding among different links (Beresnevičiūtė, Dągytė, Dapkus, Katiliūtė, & Savičiūtė, 2011, etc.). Generalizing the situation of the expression of leadership in school it has been

noted that leadership development models are not determined, therefore, leadership in school takes place spontaneously, purposeful activity is not present (Laurinčiukienė, 2012). In the created “Model of Leadership Development in School” (2011) the demand for systemic improvement is emphasized, in case of effective leadership in school the development of leadership in school in the following directions is recommended: *development of leadership culture, development of leadership competences, application of leadership models*. The results of the scientists’ research were important for further investigations on leadership in schools and projecting of its development strategies recognizing the features of leadership education that influence successful learning outcomes and the development of the system of education. Especially much work has been done in the field of leadership development in school implementing the follow-up research of “Time for Leaders” (2009-2014) and project activities at the national level. Referring to the results of the research on the expression of leadership and its impact on school effectiveness conducted by the scientists’ group of the project and other researchers, the model of leadership for learning has been created, the concept of which is based on the combination of methodological approaches of different types of leadership (transformational, shared, leadership for learning). The concept of leadership for learning integrates the aim expressing the essential purpose of school and requiring to initiate, develop, catalyse activities and apply means making impact on students’ learning and the success of learning into the concept of leadership (Valuckienė, Balčiūnas, et al., 2015). It is a weighty contribution to the formation of more effective policy and practice of leadership development.

The research on the opportunities of the development of school heads’ and teachers’ leadership and its expression conducted by the authors of the article in 2013 in gymnasiums and progymnasiums of Šiauliai town has revealed that the expression of teachers’ leadership in school is mostly related to the encouragement of their activity and participation, it is less related to the opportunities of the expression of leadership and education of leaders; statistically significant relations of different strength of the indicators of the development of leadership with separate components of school governance and culture and other tendencies have been identified (Gumuliauskienė & Vaičiūnienė, 2015). In the model of the Good School (2015), the concept of which is the guidelines of its implementation, leadership and management are described as empowering and shared, leadership is an important indicator of a good school. Its importance is also proved by “The self-assessment methods of the quality of activity of a school implementing general education programmes” (2016), where school management and leadership is one of the four fields to be assessed. According to the data of the external assessment of 2017, leadership and management are assessed as one of the best activity fields of schools,

however, the assessments of the fields of outcomes, education and students' experiences were the lowest (Lithuania. Review on the Situation in Education. Good School. 2018). The process of school leadership does not give evident outcomes yet. "According to the data of the research, in schools the opportunities are created for teachers to experiment, to look for new methods of education, to change the order, however, teachers rather rarely take up the leader's role and on their own initiative gather teams to solve relevant issues of students' learning, search for the solutions to improve school activity, actively discuss, give suggestions and take up the implementation of these suggestions" (Valuckienė, Balčiūnas, et al., 2015). The development of leadership is not analysed sufficiently. The analysis of the assessment of the outcomes of the implementation of the Good School (Vaičekauskienė, 2017) shows that leadership is among the least frequently chosen aspects reflecting progress by schools, and that means that the changes in leadership are among the least frequently assessed achievements/results of the good school.

The analysis of the results of the research on leadership in Lithuanian schools, its development models and assessment allows presuming that leadership is not a static phenomenon, many factors has influence on its development, the expression of leadership is characterized by the integration of the features characteristic to its various types (sustainable, transformational, distributed leadership, leadership for learning, etc.), one universal or standardized model of leadership development for the whole system of education does not exist. In each educational institution the direction of leadership, the essential indicators of its expression and their changes depend on its type, region, organizational culture, its head's position towards leadership, school's adaptivity responding to changing conditions of its activity, external context, gained experience in the participation in the implementation processes of national and international projects, its dissemination and other factors. In this context the **research problem** is formulated – what teachers' and school heads' position towards the changes and prospects of leadership development in school is. In case of the present research a position is considered as the system of school heads' and teachers' attitudes and dispositions conditioning the content and way of activity and behaviour with respect to leadership; its evaluation/reflection according to the degree of necessity and importance (according to Jovaiša, 2007. *Encyclopaedic Dictionary of Educology*).

Object of the research: school heads' and teachers' position about the changes and prospects of leadership development in school.

Aim of the research: to investigate school heads' and teachers' position towards the changes and prospects of leadership development in school.

Research methods: content analysis of scientific literature, strategic and normative documents on education, questionnaire survey of heads and teachers

of general education schools, qualitative analysis of research data, systematization, generalization.

Organization and methods of the research. The research was conducted in 2018 in 7 general education schools of Šiauliai town (4 progymnasiums and 3 gymnasiums). Qualitative research has been chosen to implement the aim of the research. Usually for the analysis of the phenomenon of leadership the strategy of quantitative research that allows evaluating the situation of leadership in various aspects is chosen, however, for a deeper analysis of the phenomenon of leadership an extra qualitative research is expedient. Referring to the provisions of social constructivism (Kukla, 2000; Žydžiūnaitė, 2007, etc.), it establishes an opportunity to refer to personal understanding constructed by the surveyed themselves, their attitudes towards the phenomenon and situation analysed, to focus on specific contexts using the influence of practical experience for interpretation, subjective meanings of their own experiences focused on particular phenomena. The research is based on: *systemic concept of leadership* (Avolio, Walumbwa, & Weber, 2009; Cibulskas & Žydžiūnaitė, 2012, etc.); the essential provisions of the *theories of distributed leadership* (Seifert & Vornberg, 2002; Hallinger, 2012; Hargreaves & Fink, 2008; Harris, 2010, etc.) and *leadership for learning* (Valuckienė, Balčiūnas et al., 2015) stating that sustainable development of schools should be based on distributing leadership among the interested parties; commitment to common aims, attention to learning and progress, sharing, empowerment, clear accountability, self-assessment, data-based decisions, etc. To obtain the results the online survey for school heads and teachers was created. Open-type questions were presented in the questionnaire in order to investigate the research participants' position about the current situation of leadership development, the recent changes and the prospects in their school.

72 teachers and school heads participated in the survey: 61 teachers (84,7 percent of the participants) and 11 school heads (principals, vice-principals for education, heads of departments). 43,1 percent of the participants work in a gymnasium, and 55,5 percent work in a progymnasium. 1,4 percent of the participants did not indicate the type of school they work in. 95,8 percent of the participants were women. The average pedagogical experience of the participants is 23,2 years. 22,2 percent of the participants have bachelor's qualification degree, 38,9 percent have master's qualification degree. 38,9 percent of the participants indicated that they had gained the diplomas of higher education of the old edition. Because of the restrictions of the research sample in the article the research data are not analysed, the conclusions are not presented at the level of Lithuania. The research data have been generalized and compared to the tendencies that emerged on the basis of the results of the quantitative research conducted by the authors of the article in the same schools in 2018.

Results of the research

Presuppositions and conditions should be created for the expression of leadership development in school, so that it could be developed to the extent of the whole school community, and also supported by founders and social partners. It is conditioned by systemic approach towards leadership and its development that emphasizes the distribution, transmission and horizontality (relations with the community) of leadership of a successfully learning community. A learning school is a multidimensional and versatile space for the expression of leadership. The organization and management of activity independently chosen by the school is a precondition for the formation of a leadership development model and achievement of better outcomes of education and activity. It also requires cultural changes of the school in order to create the context favourable for the expression and development of leadership. The attitudes of the community members towards leadership are not less important.

During the research the leadership potential of the research participants was evaluated: 57 percent of the participants state that they are leaders, 17,7 percent would like to become leaders. Even 25,3 percent of the participants admitted they did not want to be leaders (<...> *everyone chooses their way of life* <...>). School heads and teachers were asked to evaluate the situation of the development (encouragement and expression) of leadership in their school. 73,61 percent of the research participants positively evaluated the situation of leadership development in their school, 9,72 percent evaluated it negatively, 6,97 percent did not have their opinion, 9,7 percent of the research participants did not submit their evaluation. It could be presupposed that possibly for these research participants leadership might be a secondary subject in comparison with what is going on in the classroom (Cibulskas & Židžiūnaitė, 2012). For a deeper analysis of the practice of leadership development in schools in order to find out school heads' and teachers' position about the changes in leadership development they were asked to answer the question – “*What changes take place in your school in the field of leadership development?*”. 71 statements have been obtained. 93,05 percent of the statements reflect the research participants' positive position towards the changes in leadership development in school. The position of 5,56 percent of the research participants is negative; they noted that they did not observe changes, were not aware about them or the processes of leadership development did not meet the principles of ethics, i.e. are related to their valuably negative expression (<...> *only those teachers who always agree with the opinion of the administration and do not suggest anything themselves are acknowledged* <...>, <...> *leaders mostly involve their friends into activity, and other colleagues do not know anything* <...>). The mass of statements according to the predominant features of their content has been

distributed into two categories: “Changes in leadership development are observed” and “Changes in leadership development are not observed”. The statements attributed to the category “Changes in leadership development are observed” (67 in total) have been distributed into 10 subcategories (Table 1). Analysing the statements that illustrate their content it is possible to state that the majority of the changes are observed in three fields of leadership development: encouragement and acknowledgement of teachers’ leadership (teachers’ leadership is even awarded financially), slightly less in teachers’ participation in national and international projects (extracurricular activities) and participation in decision making and school activities. The process of the dissemination of good leadership practice is changing the most slowly. Seven research participants did not provide arguments for the changes, limiting themselves to the statement “positive changes”. Although the research shows that teachers’ leadership in school is encouraged and acknowledged, there appear <...> more freedom in actions and responsibility <...>, <...> leaders, younger teachers appear <...>, however, the number of new leaders is not sufficient, young pedagogues should take up more initiatives. The research has highlighted the role of a school head for leadership development. More rapid changes in the field of leadership are related to school heads’ rotation (<...> changes do not take place because the school head wants to wait for the end of the term of office calmly, which is already planned <...>).

Table 1 The content of the category “Changes in leadership are observed” revealing school heads’ and teachers’ position

| Subcategory | Numbers | Examples of statements* |
|--|-----------|--|
| Encouragement and assessment of teachers’ leadership | 10 | Teachers are encouraged, favourable conditions to strive for higher aims in professional activity, to implement their ideas are created, initiative and innovativeness are noticed and encouraged, technical base is chosen according to their wish and demands. Teachers are encouraged, acknowledged (2). Encouraged, awarded (2). |
| Participation in national and international projects | 7 | Active teachers participating in projects, organizing various activities and participating themselves. Strong community, teachers share their success, get involved into project activity. |
| Participation in decision making and school activities | 7 | While planning school activity it is attempted to take each staff member’s opinion into account, team activity is encouraged implementing planned measures. Teachers actively get involved into decision making. |
| Support of teachers’ initiatives | 6 | Teachers are encouraged to take up initiative, collaborate, the possibilities to improve qualification abroad, to share practice are created. Teachers’ ideas and initiatives are supported |
| Development of | 6 | Teachers are encouraged to communicate and collaborate with |

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| collaboration, sense of community | | each other and with the teachers from other schools. It is important that every teacher participates in leadership development. It is an opportunity for everyone to develop as a personality influencing students, their parents, colleagues, teachers, community. The relationships among community members are improving. Colleagues leaders are noticed, their achievements are enjoyed. It motivates everyone! |
| School heads' role in leadership development | 6 | The school head encourages to be a leader, notices and initiates active, innovative pedagogues. The head of the progymnasium gathers the school community to formulate a school vision, inspires the common meaning of activity and aspiration for high results to all the community members of the progymnasium, intellectually motivates the school community, provides individual support and shows the example to others by his behaviour, creates confidence-based relationships with all the employees, therefore, teachers-leaders give suggestions, they are the members of the team of school development, help the colleagues discover and try new ideas, help the teachers who just started their work or have less experience, actively participate in educational activity. |
| Learning, participation in qualification events | 6 | The opportunity to study, participate in training courses, freedom to act is given. Strengthening management of teaching and learning. Development of competences in various fields took place (2). |
| Empowerment of teachers | 5 | Teachers are more and more empowered to act independently, to take more responsibility for their activity. More and more tasks are entrusted believing that gathering a team for the common aim will be effective. Conditions are created for teachers to perform leaders' role while working in groups, planning educational processes, school activities. |
| Initiatives of new leaders | 4 | Young and brave teachers come to work to the staff, they motivate to work innovatively, have new ideas, encourage the whole staff to develop, especially in using IT in the process of education. Teachers show initiative themselves and they themselves strive for the positions of leaders. |
| Dissemination of good practice of leadership | 2 | Every month seminars started to be organized, where various issues of leadership are discussed, it is taught how to think creatively, new types of leadership are introduced as well as the means of their effective implementation. Seminars often have a character of practical sessions. Good practice is gained collaborating with various national schools and teachers. |

**Note: only authentic statements that reflect the subcategory to the greatest extent have been presented in the table.*

The analysis of the responses of the research participants allows stating that in schools specific practice of the encouragement and expression (development)

of teachers' leadership has been formed; the situation of leadership development depends to a great extent on school heads' personal leadership and their position towards leadership development; teachers' leadership in different schools is encouraged and manifests itself in various fields of school activity with different intensity, it is not related only to pedagogues' direct functions; the development of teachers' leadership is focused on pedagogues' learning (it is especially important for the quality of education), distribution of responsibility (school governance processes undergo change), participation in school governance processes, it is based on the development of collaboration and team work. These features are characteristic to systemic leadership development, they also integrate the features of distributed leadership and leadership for learning. They confirm the results of the quantitative research on the encouragement and expression of leadership in school conducted by the authors of the article in 2013 and the re-test in 2018. The aforementioned research has also revealed statistically reliable positive changes in leadership development in recent five years in the processes of mentorship, encouragement of the staff to participate in the processes of school governance, extracurricular activities, dissemination of good practice. Teachers much more actively get involved into learning networks, prepare projects; participate in the processes of school monitoring and assessment; plan to additionally attend leadership studies, create career plans; take responsibility for their professional development, encourage the others to develop.

In order to find out the research participants' position about necessary changes in the prospect of leadership development they were asked to answer the question – *“What changes should take place in your school in the field of leadership development?”* The responses of 44 research participants have been obtained. The mass of statements according to the predominant features of their content has been distributed into two categories *“Changes in leadership development are not necessary”* and *“Changes in leadership development are necessary”*. Having analysed the results of the research it was found out that 12,5 percent of the research participants are sure that changes are not necessary in the field of leadership development in school, it is necessary to continue what is going on now. It allows presuming that schools possibly have already formed their specific practice of leadership development that is functional and effective. However, on the other hand, the doubts arise whether leadership in the context of constant transformation of school can remain unchangeable and consistently effective. This controversial statement has also been confirmed by 48,61 percent of the research participants who think that changes are necessary and substantiated their position. Analysing the statements attributed to the category *“Changes in leadership development are necessary”* 9 subcategories that confirm it have been distinguished (Table 2). Content analysis of the

subcategories allows stating that the research participants mostly relate the prospects of leadership development in school to the expansion of collaboration, development of leadership skills, changes in school governance. The imperative of personal responsibility is emphasized. The principles of the formation and implementation of education policy are also quite important for leadership development. The research participants in the system of education feel the lack of <...> *clarity and continuity* <...>, also <...> *respect to a teacher* <...>. In the research participants' opinion, changes in leadership are also related to <...> *low status of a pedagogue's profession in the society* <...>. These are evident current issues of the formation and implementation of the national education policy of today. Such position of the research participants shows that leadership development in school is also influenced by its external context not only by internal factors. Lack of a culture of dialogue and collaboration at all the levels of the system of education is not less relevant issue. School heads and teachers would like that <...> *the ministry of education, departments of education of municipalities, heads of schools could share more with teachers in the processes of decision making* <...>. Strengthening collaboration, sharing responsibilities at all the levels of the system of education would enable to more effectively ensure the harmony of the formation and implementation of education policy.

Table 2 The content of the category "Changes in leadership are necessary" revealing school heads' and teachers' position

| Subcategory | Numbers | Examples of statements* |
|------------------------------------|----------|---|
| Development of collaboration | 7 | <i>Young pedagogues having gained high quality education, having youthful courage and drive, curiosity and responsibility could learn from pedagogues of older generation – mentors. Such combination would stimulate collaboration, allow striving for good results. We should learn to work in a team. To talk openly more, not secretly. To envy less and go for one aim together.</i> |
| Development of leadership skills | 6 | <i>Firstly theoretical knowledge on leadership (seminars) is necessary for those who want, dissemination of teachers-leaders' work, encouragement of innovative teachers, etc.</i> |
| Change in school management | 6 | <i>Encourage and liberate teacher's individuality, initiative, not waiting for the instructions "from the top", encourage teachers not to lose motivation themselves.</i> |
| Increasing personal responsibility | 4 | <i>Every teacher should take personal responsibility for the development of the organization. Everyone should take up extra fields or areas that are attractive or acceptable for them that would allow extra development in a chosen field.</i> |
| Leaders' rotation | 4 | <i>Real leaders should be acknowledged. But for that full rotation of administration must be performed.</i> |

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| | | <i>I think that in this institution a clearer leader should appear who would draw precise aims, see future vision. Collaboration between pedagogues and administration would also help. Change of a principal according to new valid staff regulations.</i> |
| Principles of the formation and implementation of education policy | 3 | <i>The ministry of education, departments of education of municipalities, heads of schools could share more with teachers in the processes of decision making. I think collective leadership should take place, not personal.</i> |
| Dissemination of good practice | 3 | <i>More collaboration, dissemination of practice. Dissemination of good practice of pedagogues.</i> |
| Encouragement of leadership | 2 | <i>Consolidation of a leader in a team by various trainings, practical activity, appointed by the head namely to the leader. Discussion and evaluation of his/her activity. It would be good that the innovations and ideas suggested by the pedagogues were supported and implemented in school.</i> |
| Participation in project activities | 1 | <i>Active participation in various project activities is very important.</i> |

Note: only authentic statements that reflect the subcategory to the greatest extent have been presented in the table.

The research participants emphasize the need to develop leadership skills, gain more knowledge, and for that the dissemination of good leadership practice might be useful. Having analysed the research participants' responses about the prospects of leadership development in school it was found out that they are related to: school heads' rotation, increasing teachers' personal responsibility, bigger activity and initiative of teachers themselves, development of collaboration, expansion of leadership beyond the boundaries of school, acknowledgement of leaders, engagement and involvement of young pedagogues, bigger ambitions of pedagogues to become formal leaders, encouragement of innovative teachers, changes in the style of governance, change in the interrelations of pedagogues, increase of respect to teacher's profession, parents' involvement, more active participation in school decision making, dissemination of teachers-leaders' work practice, deepening of theoretical leadership knowledge, etc. It is evident that the whole complex of internal and external factors has influence on leadership development in school, and the scope of their impact manifests itself with different intensity. Content analysis of the research participants' responses presupposes the conclusion that in schools the expression of leadership is rather different, some communities even lack knowledge about the phenomenon of leadership. In such a case it is complicated to talk about its impact on separate fields of school activity and this is a relevant issue. Although leadership in schools is encouraged, however, the

problem of the internal context favourable to it still remains. Teachers would like that <...> *innovations and ideas suggested by pedagogues were supported and implemented* <..>. It shows that in school its governance and microclimate, that are important preconditions for leadership development because they create the internal context of the organization favourable for leadership development, are changing too slowly. It could be presupposed that important changes in leadership development named by the research participants are the factors and guidelines that, in their opinion, have the biggest impact on leadership development in school in its nearest and further prospect.

Conclusions

In the postmodern society the implementation of the strategies of leadership development in education is related to the aspiration to ensure the quality of education responding to the demands of a person and society of present and future.

Leadership is a process that is based on individual and organizational development stimulating personal and systemic improvement. In the practice of education leadership reveals itself as a complicated systemic and interactive social process that manifests itself in an organization with an active communicative aspect characteristic to it, mentorship, striving for feedback, empowerment, participation, sharing responsibilities, learning, focus on common aims and other features. Leadership is not static. The whole complex of internal and external factors has influence on its development in school, and the scope of their impact manifests itself with different intensity.

The schools that participated in the research have formed the practice of leadership development that is positively evaluated by the majority of the research participants. The expression of leadership in schools has systemic character, the integration of the features of distributed leadership and leadership for learning is characteristic to it. Self-assessed potential of leadership shows an evident need for its development. The majority of the changes are observed in three fields of leadership development: encouragement and acknowledgement of teachers' leadership, slightly less in teachers' participation in national and international projects, and participation in decision making and school activities. The process of the dissemination of good leadership practice is changing the most slowly. Although leadership in schools is encouraged, however, the internal context still remains a relevant issue in leadership development. More rapid changes in the field of leadership are related to school heads' rotation.

The research participants mostly relate the prospects of leadership development in school to the expansion of collaboration, development of leadership skills, changes in school governance. The imperative of personal

responsibility is emphasized. It shows that the changes in school governance and culture are necessary. External factors – the changes in the principles of the formation and implementation of education policy, a culture of dialogue, collaboration at all the levels of the system of education – are also quite important for leadership development.

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