

**MAPPING OF SCHOOL LEADERSHIP TRAINING IN PORTUGAL AND SPAIN
TECHNICAL REPORT**

**EUROPEAN FOUNDATION SOCIETY AND EDUCATION (EFSE)
STUDY CENTER ON PORTUGUESE SPEAKING PEOPLES AND CULTURES OF THE
PORTUGUESE CATHOLIC UNIVERSITY (CEPCEP)**

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ANNEX

Basic contents of the mandatory training course for accessing the position of school principal in Spain and refresher courses.

Porticus has commissioned the EUROPEAN FOUNDATION SOCIETY AND EDUCATION (EFSE) for a research project entitled “**MAPPING OF SCHOOL LEADERSHIP TRAINING IN PORTUGAL AND SPAIN**”, on the basis of the Programme Plan “*Changing educational systems through a WCD Leadership programme in Portugal and Spain*” presented by Porticus Iberia to the PSET Portfolio Investment Committee.

The programme plan acknowledges the lack of public data available on numbers of school principals receiving training in school management and compared contents, and on the numbers of school leaders currently attending official Master degrees and other leadership programmes.

Thus, Porticus Iberia proposed that such information be obtained by programme partner EFSE in collaboration with Portuguese partner Study Center on Portuguese Speaking Peoples and Cultures of the Portuguese Catholic University (CEPCEP) through a research project with support from PSET P&P funding. This research is aimed at providing a map of leadership training in Portugal and Spain that can be used to inform the planned activities with data on which organizations are currently providing leadership training courses, their contents and how they are being implemented. Consequently, an estimation of the numbers referred above could be also provided.

1. CONTEXT AND OBJECTIVES

1.1 Context:

In Portugal, candidates applying for the role of principal must have 5-years’ experience as teachers, in addition to: (i) specialized training in school or educational administration; (ii) previous experience in the role or (iii) relevant curriculum in school management. Candidates (ii) and (iii) can only be chosen if no applicants to the position of principal meet requirements (i). The content of specialized training in school administration courses is defined by the universities and other institutions offering them and go through a formal process of accreditation. This accreditation is carried out by an independent public body – Conselho Científico-Pedagógico da Formação Contínua – and the requirements for accreditation of these courses are that: (i) the course prepares for the role of school principle, (ii) the course is offered by a higher education institution and (iii) the course has no less than 250 hours’ training (no more than 20% general educational sciences, no less than 60% school administration, some time devoted to preparing and assessment of a project in school administration). To be a mid-level leader at a school there are no pre-requisites other than being a teacher at the school. It is up to the principle or other competent management bodies to invite the teacher [1].

¹ The law defining the requisites to be a principle is Decree-Act 137/2012, of July 2nd. The law defining requisites for specialized training is Decree-Act 95/97, of April 23rd.

Though specialized training in school administration is compulsory for principals, the content of the training is not legally defined. It is up to the institution offering the course to design their training programs. This design takes into account what is expected from principals and the requisites mentioned above. The accreditation process is a formal verification of requirements.

With the Portuguese system being very centralized and bureaucratic, principals are expected to be managers of the school (abiding by the law) rather than pedagogical leaders. Though expectations have changed and, up to a point, so has the law, school culture has been slow to move, as have leadership training and practices.

In Spain, the current Law for the Improvement of Educational Quality (LOMCE, 2013) acknowledges the need for stronger school leadership, and demands that school directors have prior training accreditation regarding management functions. In order to be appointed as school principal, the LOMCE requires a certificate accrediting training either by the Ministry of Education or by the education authorities of the Autonomous Communities. The characteristics of this training have been developed by the Ministry in Royal Decree 894/2014, as well as the corresponding courses for updating managerial skills. Training is mandatory and previous experience is not considered an exemption. Certifications are valid throughout national territory (art. 134.1 LOMCE). The previous law (LOE) did not consider this training as a prerequisite for participating in the merit-based competition nor did it define a specific content of the training course, but it was proposed as subsequent training for candidates selected before their formal appointment (art. 136 LOE).

The first additional provision of Decree 894, section 3, establishes that for five years following the date of entry into force of Organic Act 8/2013, of 9 December, the education authorities shall continue to organise initial training programmes for the appointment to the position of director for those who do not have at least two years' experience in a management position, are not in possession of management qualifications or accreditations of public centers issued prior to the entry into force of Organic Act 8/2013 of 9 December, nor have they completed a training course or updating of managerial skills for carrying out the management function of those regulated herein.

Therefore, the compulsory requirement of the previous training accreditation was postponed by a 5-year transitional provision. This provision ends in late 2018, so it is expected that accreditation will soon become mandatory and thus increase the demand for training of school managers, enabling them to become leaders and foster a systemic change. The Act grants the national government responsibility for part of the training curriculum, while other competences are transferred to the Autonomous Communities, who must provide leadership training through universities or in their own training centers. Article 3.3 of RD 894/2014 states that *the courses may be organised directly by the Education Authority itself, or by natural or legal persons deemed appropriate by the Education Authority.*

1.2 Objectives:

1.2.1 GENERAL OBJECTIVE:

Describe how training of school leaders is carried out in Portugal and Spain, and to what extent WCD concepts are integrated in existing training programs addressed to school principals or candidates for the position.

1.2.2 SPECIFIC OBJECTIVES:

- 1) Identify which institutions or entities, both public and private, provide the compulsory training courses for access to the position of school principal.
- 2) In the case of Spain, find out how the training for a management position is carried out in the 17 Spanish Autonomous Communities and confirm whether Article 134, 1(C) of the LOMCE has been implemented or not in each of them, whereby school principal candidates must complete previous training in order to access the selection process.
- 3) Analyze the training curriculum and observe whether leadership is addressed. In such cases, identify those models or features that may reflect the concept of WCD leadership that will be developed in the first phase of the Program Plan.

1.2.3 PROJECT SCOPE:

- Map existing school leadership training programmes in Portugal and Spain:
 - Directly implemented by education authorities in:
 - National governments in Portugal and Spain
 - 17 regional governments in Spain
 - Implemented by universities in Portugal and Spain
 - Implemented by other accredited training institutions in Portugal and Spain
- Based on the above results, estimate:
 - Numbers of school principals receiving training in school management and compared contents.
 - Numbers of school leaders currently attending official master's degrees and other leadership programmes.

2. RESEARCH TEAM

The European Foundation Society and Education (EFSE) in Spain and its strategic partner in Portugal, the Study Center on Portuguese Speaking Peoples and Cultures of the Portuguese Catholic University (CEPCEP) have jointly produced this mapping.

In Portugal, the Study Center on Portuguese Speaking Peoples and Cultures (CEPCEP) of the Portuguese Catholic University is a leading hub of research and applied study on the

interface between education and training systems, and labour markets. The University supports research in 62 public schools, many of them serving children facing adverse social and economic contexts, and has experience working in school development initiatives. It has been offering a master's program in school management for over 20 years. CEPCEP is also part of an ongoing process of applying a Porticus funded research plan on Safeguarding Children in Portugal and Spain. Note: Rodrigo Queiroz e Melo has also been recently appointed Chairman of the European Council of National Associations of Independent Schools - ECNAIS.

In Spain, European Foundation Society and Education (EFSE) is a private, independent entity that specializes in research and other services related to legal, political, economic and social aspects of education. Its Advisory Council and Board of Trustees includes renowned experts in educational, business, legal, media and strategic issues. It works with government authorities, private and public entities, research groups, enterprises and foundations and is a member of networks of national and international experts. It has developed a Master's Programme on Leadership of Education Centers with UNED and has an agreement with the National Institute for Teacher Training (INTEF) to develop training courses with official recognition. EFSE has direct experience in working with schools, such as the evaluation programmes of 250 schools in 7 regions of Spain.

Team members:

- Project Coordination:
 - Miguel Ángel Sancho. President of the European Foundation Society and Education, Spain.
- Senior Researchers:
 - Rodrigo Queiroz e Melo. Professor at the Portuguese Catholic University, Portugal.
 - Lola Velarde. Director of Development of the European Foundation Society and Education, Spain.
- Junior Researchers:
 - Ana Rita Faria. Researcher with Study Center on Portuguese Speaking Peoples and Cultures and teacher at the master course in School Management of the Portuguese Catholic University.
 - Livia de Cendra. Department of Project Management of the European Foundation Society and Education, Spain.
- Technical support:
 - Ana Rey. Office manager at the European Foundation Society and Education, Spain.

3. METHODOLOGY

The research will gather information on the following fields:

A) In Portugal:

- a) List of existing training programmes in school administration, accredited as a prerequisite to be a school leader in Portugal (institution and type of course).
- b) What is the basic content of these programmes?
- c) Are there other programmes in school leadership available in Portugal? If so, what is their basic content?
- d) How many leaders of Portuguese public schools have school administration courses?

B) In Spain:

- a) Which of the 17 Regional governments have actually implemented the legal requirement of requesting previous training accreditation to become a school principal and how have they done so?
- b) Which of the remaining regional governments are adapting their training system to the new requirements and how are they doing so?
- c) Have the central and regional governments delegated their training responsibilities to universities and other bodies -as is permitted in the legal regulation- or are they directly providing this training? If the latter is the case, what is the content of their programmes?
- d) Which other entities are providing leadership training even though they may not have official accreditation?

Answering these questions requires:

- ⇒ Obtaining data from the General Directorate of School Management (Portugal) regarding the profile of school leaders.
- ⇒ Obtaining data from the accreditation agencies in Portugal and Spain on existing training courses that they offer as a pre-requisite to become a school leader.
- ⇒ Collecting data from the various institutions in Portugal and Spain regarding their training programmes.
- ⇒ Interviews with decision makers in the current central Spanish government (in office since June 2018 following a vote of no-confidence against the previous ruling party) aimed at finding out their willingness to implement RD 894/2014 making the requirement of previous accreditation compulsory and its time-frame.
- ⇒ In Spain there are 17 Regional Governments with political decision-making and responsibilities in the area of Education, including leadership training. As a result, our mapping needs to explore the situation in each of them:

- Searching for specific regional regulations in leadership training.
- Interviewing policy-makers in education authorities.

3.1 Tools for gathering information - Spain

3.1.1 REVIEW OF ON-LINE PUBLISHED INFORMATION

- Analysis of information published on the training institutions' websites
- Review of the information available in the National Agency for Accreditation and Evaluation to search for Official Master's Degrees. These official degrees are accepted by the Ministry of Education to comply with the mandatory training in order to access the position of school principal in Spain.
- Review the information on the training courses identified in the different universities' websites and platforms.
- Courses provided by the Teacher Training Centers of the regional authorities.

3.1.2 INTERVIEWS AND QUESTIONNAIRES(SPAIN)

Personal interviews have been arranged with the following decision-makers in the Ministry of Education and Vocational Training in Spain:

- ⇒ Mr. Juan López. Advisor to the Secretary of State for Education. November 6th.
- ⇒ Mr. Alejandro Tiana. Secretary of State for Education. November 8th.
- ⇒ Mrs. Consuelo Velaz de Medrano. General Director for Evaluation and Territorial Cooperation. November 8th.
- ⇒ Mr. Carlos Medina. Director of the National Institute for Educational Technologies and Teacher Training (INTEF) on November 28th.

The following questionnaire has been sent to each of the Teacher Training Departments of the 17 Autonomous Communities in Spain:

**TRAINING ON EDUCATIONAL LEADERSHIP
(NAME OF REGION)**

- Have you implemented the mandatory pre-service training for school principals established in the LOMCE (Act regarding the Improvement of Educational Quality, 2013)? Do you still follow the LOE criteria? (Give details and attach reference documents)
- Does your department directly provide school management training? From which area is it being provided?
- How many credits/hours of training do the courses have? How many of them are dedicated to leadership?
- Does it include specific content on educational leadership?
- What type of content is it? Does it address integral formation (WCD)?
- How many teachers do you train?
- Have you accredited any other entity or university to provide this training? Which ones?
- If they are not official University degrees, please detail contents (same questions as above).

Table 3.1. Questionnaire sent to Education Authorities in Spain

3.2 Tools for gathering information - Portugal

Data collected from primary sources:

- A database from the Directorate General for School Administration (DGAE - Direção-Geral da Administração Escolar) with data on the formal training of school principals in Portuguese public schools;
- The website of the higher education accreditation agency (A3ES^[2]) where all master's programs in educational administration are available;
- The websites of institutions offering accredited training programs for school leaders (which are not a master's program) where the programs' curricula are available;

²A3ES was created by Decree-Act No. 369/2007, of November 5. It is a private foundation recognized as being of public interest (<https://www.a3es.pt/pt>).

Data collected from secondary sources:

- Research project regarding the impact of post-graduate studies on the teaching profession – questionnaire aimed at all teachers and school leaders in Portugal - Portuguese Catholic University and University of Lisbon (2012);
- PhD thesis on the impact of post-graduate studies on teachers and schools with empirical work done in 2013 – 2015.
- Evaluation report from a school leaders’ training program offered by the DGAE and Microsoft Portugal named “Líderes Inovadores”, which was held 5 times from 2010 to 2016.

4. RESULTS FOR PORTUGAL

4.1 Existing school leader training programmes in Portugal

Data presented was collected from the A3ES website and the websites of institutions offering specialized training in school or educational administration that are part of a master's or PhD program. The content of these courses is available on the A3ES website in compliance with the law. Accordingly, it was possible to analyse all of them. To find other accredited training courses for candidate school principals we consulted the websites of all Portuguese higher education institutions and browsed the web.

4.1.1 TYPES OF PROGRAMS

We found 32 specialized training courses in school or educational administration and analysed their curricula. These programs are offered by 14 universities, 11 polytechnics and 2 private training institutions.

Universities		Polytechnics	Other private training institutions
Public	Private		
Universidade da Madeira	UniversidadePortugalense Infante D. Henrique	Instituto de Estudos Superiores de Fafe (IESF)	Almada Forma
Faculdade de Psicologia e de Ciências da Educação - Universidade de Coimbra (FPCEUC)	Coimbra Business School	Instituto Superior de Ciências Educativas- ISCE – Ensino Superior Politécnico Odivelas	KIE, Associação Conhecimento, Inovação e Educação - protocolada com a Universidade Fernando Pessoa
Faculdade de Economia da Universidade de Coimbra (FEUC)	Universidade Católica Portuguesa (UCP)	Instituto Piaget - Escola Superior de Educação Jean Piaget de Almada	
Escola de Sociologia e Políticas Públicas - Instituto Universitário de Lisboa (ISCTE)	UniversidadeLusófona	Instituto Superior D. Dinis – Marinha Grande (ISDOM)	
Escola Superior de Educação e Comunicação da Universidade do Algarve	Universidade Lusíada do Porto	Escola Superior de Educação de Lisboa - Instituto Politécnico de Lisboa (ESELx)	
Departamento de Educação e Ensino a Distância da Universidade Aberta	Instituto Superior de Paços Brandão (ISPAB)	Escola Superior de Educação - Instituto Politécnico do Porto (IPP – ESEP)	
Universidade de Évora (EU)		Instituto Politécnico de Leiria (IPL)	

Instituto de Educação - Universidade de Lisboa (IEUL)		Escola Superior de Educação - Instituto Politécnico de Santarém	
		Instituto Politécnico de Coimbra	
		Escola Superior de Educação – Instituto Politécnico de Setúbal	
		Departamento de Psicologia e Educação do ISCIA	

Table 4.1. List of institutions offering school leader training programs in Portugal

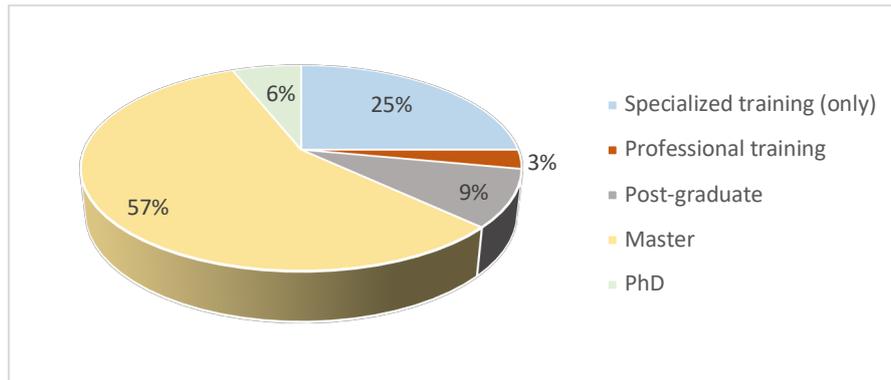
In table 4.2 we present the list of institutions and the specialized training course they offer.

Institution	Course
Almada Forma	Curso de Valorização Técnica Orientada para a Administração Escolar
Coimbra Business School	Curso de formação especializada em Gestão e Administração Escolar
Departamento de Educação e Ensino a Distância da Universidade Aberta	Mestrado em Administração e Gestão Educacional
Departamento de Psicologia e Educação do ISCIA	Formação Especializada em Administração Escolar
Escola de Sociologia e Políticas Públicas - Instituto Universitário de Lisboa (ISCTE)	Mestrado em Administração Escolar
Escola Superior de Educação - Instituto Politécnico de Santarém	Mestrado em Administração Educacional
Escola Superior de Educação – Instituto Politécnico de Setúbal	Mestrado em Gestão e Administração de Escolas
Escola Superior de Educação - Instituto Politécnico do Porto (IPP – ESEP)	Mestrado em Educação, Especialização em Administração de Organizações Educativas
Escola Superior de Educação de Lisboa - Instituto Politécnico de Lisboa (ESELx)	Mestrado em Administração Educacional
Escola Superior de Educação e Comunicação da Universidade do Algarve	Mestrado em Gestão e Administração Escolar
Faculdade de Economia da Universidade de Coimbra (FEUC)	Formação especializada em Administração Escolar
Faculdade de Psicologia e de Ciências da Educação -	Mestrado em Ciências da Educação, especialização em Gestão da Formação e Administração Educativa

Universidade de Coimbra (FPCEUC)	Doutoramento em Ciências da Educação, especialidade em Administração e Gestão Educativa e Escolar
Instituto de Educação - Universidade de Lisboa (IEUL)	Curso pós-graduado de especialização em Liderança e Gestão intermédia na Escola
	Mestrado em Educação, especialização em Administração Educacional
	Doutoramento em Educação, especialização em Administração e Política Educacional
Instituto de Estudos Superiores de Fafe (IESF)	Formação especializada Administração e Organização Escolar
Instituto Piaget - Escola Superior de Educação Jean Piaget de Almada	Mestrado em Administração Educacional
Instituto Politécnico de Coimbra	Mestrado em Gestão e Administração Escolar
Instituto Politécnico de Leiria	Mestrado em Ciências da Educação, especialização em Gestão Escolar
Instituto Superior D. Dinis – Marinha Grande (ISDOM)	Pós-graduação em Ciências da Educação, área de Administração Escolar e Administração Educacional – domínio Administração e Gestão Pedagógica
Instituto Superior de Ciências Educativas - ISCE – Ensino Superior Politécnico Odivelas	Mestrado em Administração e Gestão Escolar
Instituto Superior de Paços Brandão (ISPAB)	Formação especializada - Master em Administração e Gestão da Educação
KIE, Associação Conhecimento, Inovação e Educação - protocolo com a Universidade Fernando Pessoa	Curso de pós-graduação e formação especializada em Administração Escolar e Administração Educacional: Administração e Gestão Pedagógica
	Curso de Formação Profissional Avançada em Administração e Gestão Pedagógica
Universidade Católica Portuguesa	Mestrado em Ciências da Educação, especialização em Administração e Organização Escolar
	Pós-graduação em Administração Educativa
Universidade da Madeira	Mestrado em Ciências da Educação – Administração Educacional
Universidade de Évora	Mestrado em Ciências da Educação, especialização em Administração, Regulação e Políticas Educativas
Universidade Lusíada do Porto	Curso de formação especializada no Domínio Administração Escolar e Administração Educacional
Universidade Lusófona	Mestrado em Administração Educacional e Regulação da Educação
Universidade Portucalense Infante D. Henrique	Mestrado em Administração e Gestão da Educação

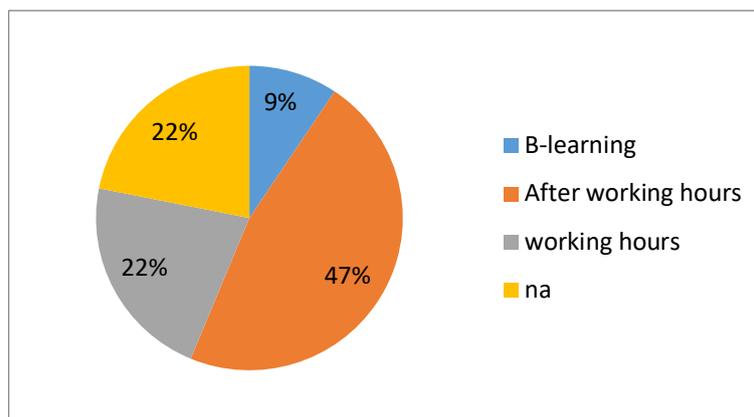
Table 4.2. List of institutions and the specialized training course they offer.

More than half of the specialized courses for candidates to be principals are part of a master's degree (57%); 25% are stand-alone specialized training courses in school or educational administration; 9% are presented as post-graduate courses that are part of a master's program but students do not have to present a dissertation to receive the certificate of specialized training; 6% are part of a PhD program and 3% are part of other professional training courses.



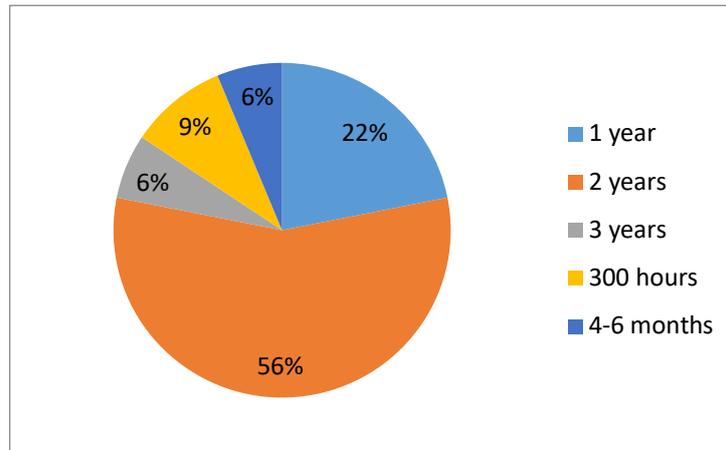
Graph 4.1 – Type of certification awarded at the end of the course

Almost half the courses are offered after working hours (47%). There are no online specialized training courses and only 9% (3) of courses are offered in b-learning.



Graph 4.2 – Regime of the course

Courses’ duration is determined largely by whether or not they are part of a larger program (master or PhD). The courses that only offer specialized training last for 4 to 6 months, master’s programs last for 1 to 2 years and PhDs from 3 to 4 years. Some are defined only by the total number of learning hours.



Graph 4.3 – Duration of the course

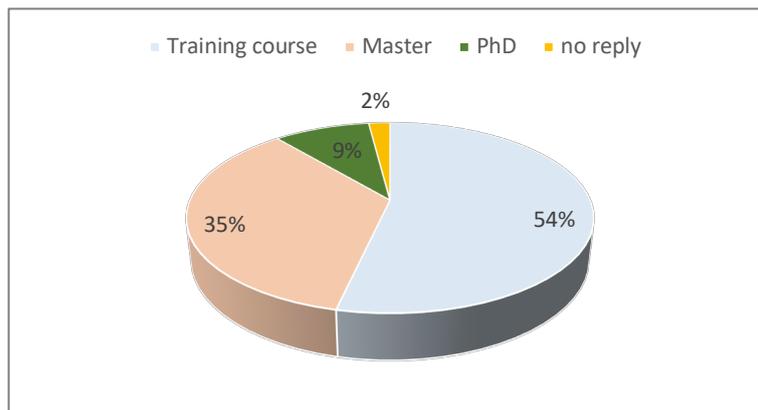
4.2 Characterization of the training of school leaders in Portuguese public schools

4.2.1 QUESTIONNAIRE

Firstly, we present the relevant data from a questionnaire on continuous training replied by to public school teachers in school year 2012/ 2013. This questionnaire was created by a team of researchers from the Portuguese Catholic University and the University of Lisbon. The questionnaire was sent to 116,153 teachers. 4,197 replied. Of these, 350 were part of the school leadership team (all members of public schools` leadership teams are teachers). For this report, we will only present the results from these leaders^[3].

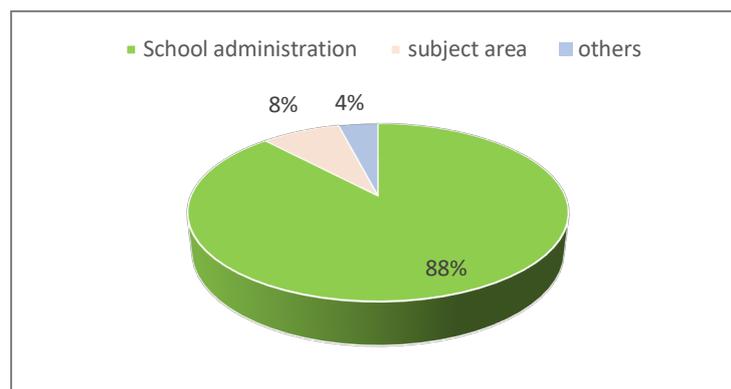
The majority of school leaders have post-graduate studies (53%). 35% have a master's degree and 9% a PhD.

³To obtain a representative sample of school leaders, we would need 382 replies from a random sample of school leadership team members. This calculation was made considering an estimated total of 1,739 public schools (1,164+575) * (3 members of the top leadership team + 10 middle management positions). We received replies from the 350 school leaders that chose to reply. Therefore, though we do not have a representative sample, we are satisfied that it is significant and, accordingly, we present the data.



Graph 4.4 – Highest educational degree of school leaders (Portugal, 2012/ 2013)

A significant majority of school leaders choose to do their post-graduate studies in school administration (88%). 8% do so in their subject area and 4% choose other areas.



Graph 4.5 – Area of post graduate studies of school leaders (Portugal, 2012/ 2013)

4.2.2 INTERVIEWS

Secondly, we present the data from the PhD thesis of Ana Rita Faria (2017) [4]. Teachers with and without leadership positions at public schools were interviewed. The aim was to understand the impact (self-perception of impact) of post-graduate studies on the daily life of these professionals. Four areas of impact were defined: personal impact, classroom impact, school impact, impact on society. In the following table we present examples of impact on these 4 levels.

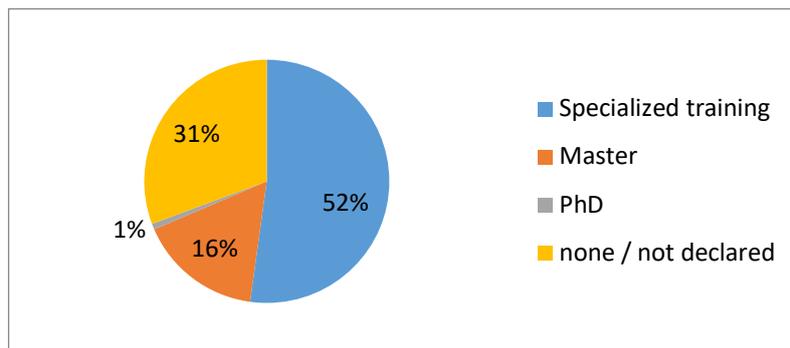
⁴ Faria, A.R. (2017). A avaliação do impacto da formação pós-graduada nos professores e nas escolas: dois estudos de caso. Tese de doutoramento. Instituto de Educação da Universidade de Lisboa: Lisboa

Personal impact	Classroom impact	School impact
<ul style="list-style-type: none"> • Personal evaluation; • Growth in self esteem and self confidence; • Professional achievement; • Increased appreciation for knowledge • Update of knowledge • Improvement of personal CV • Increased decision-making capacity • Increased professional motivation 	<ul style="list-style-type: none"> • Improved performance and quality of work • Change in work methods • Awareness of work completed • Use of new teaching methods • Changes in discourse • New balance between theory and practice • Better capacity to reflect upon classroom practices • Awareness of the political aspects of what is carried out 	<ul style="list-style-type: none"> • Discussion and sharing of ideas with fellow teachers; • More at ease to collaborate with the school as a whole • Greater efficiency • Greater capacity to adapt • More demanding with others • Change in attitudes in the school • More willingness to collaborate in school projects • Capacity to ground practices in theory • Assumption of different roles • Application in school of projects developed in training

Table 4.3 – Impact of post-graduate training by school leaders (2013/ 2016)

4.2.3 OFFICIAL DATA SET - PRINCIPALS

Thirdly, we present the data set regarding the qualifications of the 391 school principals that were elected as leaders of their schools in 2016/2017 and 2017/2018. The data was reported by the schools to the Director General of School Administration pursuant to legal obligations. The data set is made up of: (i) school name, (ii) nature of post-graduate studies and (iii) course name. These principals make up 28% of the total number of principals in Portuguese public schools⁵. The difference between data presented in section 4.1.1 and the one below is that the former refers to school leaders - principals and middle managers – whilst the latter refers only to school principals.



Graph 4.6 – Nature of post graduate studies of public school principals (Portugal, 2016/ 2018)

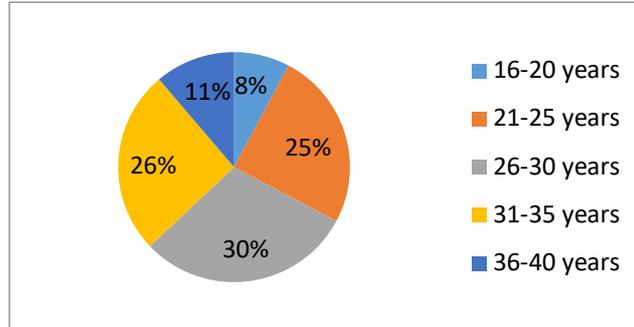
⁵To obtain a representative sample of school leaders in Portuguese public schools, we would need the profile of 302 principals from a random sample. This calculation was made by considering an estimated total of 1,739 public schools. Assuming that the reasons that determine the commencement date of each school principals’ mandate are random, we consider that this data set is a representative sample.

4.2.4 QUESTIONNAIRE TO SCHOOL LEADERS PARTICIPATING IN “LÍDERES INOVADORES” PROGRAM BY DGAE AND MICROSOFT (2010-2016)

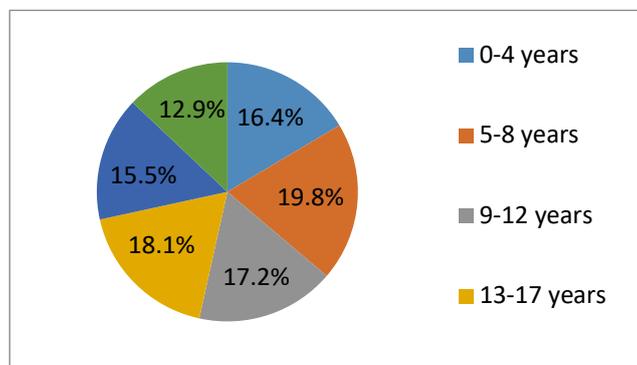
Finally, we present the data set regarding the 400 school leaders that participated in the DGAE/Microsoft Portugal training program. 116 participants replied to the evaluation questionnaire. Though this data does not comply strictly with the methodological standards necessary to be a representative sample of school leaders in Portugal, we believe it is a relevant sample for this baseline study, because these are school leaders that intended to improve their leadership and make the effort to attend a training program. Therefore, it is expected that they are similar to the school leaders who may participate in the WCD leadership training course to be implemented by EFSE and CEPCEP.

Characterization of these leaders is as follows:

- 41.4% are female and 58.6% are male;
- 95% are over 41 years of age. 36.2% range from 41-50 and 57.8% range from 51-60. Only 1.7% are under 41 (31-40) and 4.3% are over 60 (61-70);
- All have more than 16 years’ professional practice (as teachers). 7.8% from 16 to 20; 25% from 21 to 25; 30.2% from 26 to 30; 25.9% from 31 to 35 and 11.2% from 36 to 40. 67% have more than 25 years’ professional practice.
- 63.7% have more than 12 years’ experience as school principal.



Graph 4.7 – Years teaching experience of participants in the Líderes Inovadores program (Portugal, 2010/ 2016)



Graph 4.8 – Years of experience as school principal among participants in the Líderes Inovadores program (Portugal, 2010/ 2016)

4.3 Analysis of the goals and subjects of specialized courses in school or educational administration

The analysis of course goals and content is presented according to the nature of the course: (i) specialized training courses – stand-alone courses, (ii) post graduate studies – part of a master’s program, (iii) master’s programs and (iv) PhD programs.

4.3.1 SPECIALIZED TRAINING COURSES (STAND-ALONE COURSES)

These courses are aimed at professionals working in schools (teachers, trainers, principals, middle managers). Their goal is to “equip trainees with the knowledge and competences necessary to act as principal, pedagogical and administrative manager or any other leadership position at a school”.

Most programs also state as their goals: analyzing school management and administration according to different perspectives (pedagogical, supervision and leadership); applying strategic thinking as a way to act within educational institutions; understanding the institutional dynamics of organizations through scientific theories and models; developing competences in educational innovation; developing competences of lifelong learning for professional development.

Pursuant to the legal requirement to be accredited in specialized training, the contents of these courses are organized in two main components: general education sciences contents and specific educational administration contents. The first component includes: research methodologies; sociology of education, associated with psycho-sociology in one case. In one case, institutional evaluation (of schools and teacher performance); supervision and conflict management are also part of this general component.

In the second component of these courses - specific educational administration - we found subjects with different names but similar contents: theoretical models of educational management; project development within educational institutions; administrative, financial and HR management; ITC; administrative law; QAR (a Portuguese public sector model of institutional evaluation); internal control.

4.3.2 POST-GRADUATE STUDIES (PART OF A MASTER DEGREE)

The specialized courses that are part of a master’s program (1st year of the master’s program) have very similar goals. They all state the aim of developing competences in: educational coordination and school management; leadership; supervision and project management.

The courses cover subjects such as HR management, financial management and public policy. In two cases, there is also a focus on law (administrative and labor law). One course also focuses on special education and lifelong learning, another on ITC and another on Christian values.

These courses have research methodology components and thematic seminars related to the theme of the master program.

These courses' structures are very similar. What differentiates them is the focus they give to certain contents.

4.3.3 MASTER'S DEGREE

These courses are similar to the post-graduate courses. However, due to the fact that the whole master's program is part of the specialized training in school or educational administration, they include the aims of being able to plan and execute a dissertation or applied project.

The existing master's programs that are specialized training in school or educational administration include the following subjects: leadership, educational policy, school management, HR management in education, entrepreneurship. Some offer subjects that are not so closely in line with the specialization subject such as contemporary pedagogic thought, violence and discipline in schools or contemporary educational issues.

4.3.4 PhD PROGRAMS

The goal of the PhD programs is to prepare students for research in education and to develop competences of applying knowledge to their daily practices.

The PhD courses consist of short thematic seminars on school administration (varying widely) and tutorial meetings with the students' supervisors.

4.4 Summary and Conclusions

4.4.1 CHARACTERIZATION OF SCHOOL LEADERS IN PORTUGUESE PUBLIC SCHOOLS

Public school leaders in Portugal are a gender balanced group, over 41 years of age, made up of people with significant experience both as teachers and principals. They have post graduate studies in specialized training courses, a master's degree or a PhD.

Therefore, they are an experienced professional group. Probably seasoned as the position they hold depends on being elected or appointed by third parties.

But still they recognize that postgraduate training may have an impact on themselves (are they open to learning?). Their experience is that postgraduate courses strengthen how they think more than the way they act. That is to say, these courses seem to be more important as a way of gaining professional awareness than providing material tools (specific knowledge) for action.

4.4.2 EXISTING SCHOOL LEADER TRAINING PROGRAMMES IN PORTUGAL

We did not find any relevant training programs for school leaders other than those offered by universities and polytechnics and aimed at accrediting teachers to run for a principal position at state public schools (specialized courses in school or educational administration).

The only exception is a program aimed at school leaders developed the Directorate General for School Administration (DGAE - Direção-Geral da Administração Escolar) and Microsoft Portugal named “Líderes Inovadores” which was held 5 times, from 2010 to 2016, and which was attended by a total of 400 school leaders. This program is not currently in operation.

The existing specialized training courses in school or educational administration, accredited as relevant to meet the requirement for teachers to be principals of state public schools, are very similar in terms of content and duration (as would be expected because of the legal requirements applied).

These courses comprise subjects that tackle some domains of WCD^[6] such as resilience (conflict management), spiritual & character development (Christian values) or academic challenge (supervision and evaluation).

But we found no evidence that (i) any of them has a WCD approach in the sense of a holistic approach to education, where the different elements of WCD are integrated as a whole, or that (ii) the way they address this domain is student-centered (managing the students` learning through teacher action vs. managing teachers).

4.4.3 LEARNING FOR THE DESIGN OF A WCD SCHOOL LEADERSHIP TRAINING PROGRAM

In designing the WCD school leadership training program, it is important to take into account the findings of this baseline research.

On one hand, the pool of school leaders consists of experienced professionals with significant teaching and leadership experience.

⁶ As defined in the Porticus commissioned report “Mapping Whole Child Education in Formal and Non-formal Settings in Western Europe and North America” (2018)

On the other hand, existing school leadership training programs in Portugal are long in duration, offered by higher education institutions and aimed at certifying teachers that are candidates to the position of principal.

Therefore, the program should be designed in such a way that it may be used as a stand-alone program for leadership teams (as planned in the work program) but also as a component of longer programs that qualify teachers for leadership positions.

To strengthen the opportunity of this program, we stress that we found no evidence of the concept of WCD as part of existing programs although the most recent curricular legislation in Portugal (from July 2018) has placed a strong focus upon it. School leaders today are faced with a lack of knowledge and training in a concept that should be a center-piece of daily professional activities at school.

5. RESULTS FOR SPAIN

5.1 School leadership training programmes directly implemented by education authorities

5.1.1 NATIONAL GOVERNMENT:

The Law for the Improvement of Educational Quality (LOMCE, 2013) gave school principals broader competences aimed at fostering greater school autonomy. Both factors have been highlighted as a relevant means to improve educational results. Accordingly, the law requires prior training accreditation in order to carry out school management functions.

Decree 894/2014 is the basic regulation that governs this required prior training. Its preamble states that *“this royal decree has the character of a basic regulation and is governed by Article 149.1.30.(1) of the Constitution, which provides the State with competence to lay down the basic standards for implementing Article 27 of the Constitution, in order to guarantee compliance with the obligations of the public powers in this matter”*.

The fact that it is a basic standard means that it must be met by the regional administrations in the Autonomous Communities. They must adapt their own regional regulations to the Decree and the basic curricular content it establishes. The preamble of the Decree mentions the reason for conferring basic competence on the State: *in accordance with reiterated constitutional case law, the purpose of this state competence is “to achieve common training at a certain level for all schoolchildren (), whatever the Autonomous Community to which they belong”, and therefore the requirements for access to the position of school principals must be included in this constitutional provision, as they guarantee the exercise of this right*.

The Decree proposes training for the management function from a more holistic perspective of educational leadership. Thus, it states that *educational leadership requires a series of specific competences: professional commitment, ability to motivate, capacity to innovate and encourage pedagogical management, and communication skills. Good educational leaders develop a strategic vision of their institutions, act as role models for students, teachers and non-teaching staff, and are the key to creating an effective, attractive environment conducive to learning and an appropriate work environment*.

The above is relevant for the purposes of our study since the Autonomous Communities must follow the guidelines and references established in the regulations of the Decree. However, this is not always the case, as we shall see.

Thus, Article 2.4 establishes that *participants may either take the courses given by the Ministry of Education or the courses given by the Education Authorities of the Autonomous Communities, within the framework of the provisions of this royal decree.* In other words, it empowers the Autonomous Communities to offer the courses and complete the basic curriculum, but it requires them to do so in accordance with the provisions of the Decree. Article 4 lays down the minimum contents that these courses must have, which are known as core modules (Annex II of the Decree).

Furthermore, the Single Additional Provision of the Decree provides that those who hold an official master's degree or an official postgraduate diploma on school management and direction, shall be exempt from carrying out the modules determined by the Educational Authorities, with the exception of "Module VI: management project"⁷ provided in Annexes II and III of this Decree.

This exemption or validation of those who have completed official master's or postgraduate degrees is significant for our study, as it empowers universities to provide this training. We would like to underline the official character of the master's as it excludes university's non official degrees (called own titles).

Finally, the Decree opens the possibility of a specific authorization from the Ministry or the Autonomous Regions to provide this training, as is vaguely stated in Article 3.3: *The courses can be organized directly by the Educational Authority itself, or by those natural or legal persons that the Educational Authority considers appropriate.* In fact, as we shall see below, we have barely identified this type of authorization, except for the case of the Master's of the National Distance Education University (UNED) and some in the Autonomous Communities.

Additionally, Article 2.6 of RD 894/2014 establishes that the training courses passed will have an indefinite validity. However, after a period of eight years as from issuing the corresponding certificate, a refresher course must be taken, so *the contents on the necessary competences for the exercise of public teaching function are updated.*

Passing this refresher course will in no case be necessary for the renewal of principals' appointment, but may be taken into account as merits in the selection procedures for school principals.

At the same time, the transitory provision of the said decree states that refresher courses must be carried out by those persons whose accreditation was obtained prior to the entry into force of the LOMCE if they wished to access the selection processes for

⁷ The management project will consist of the following basic sections:

- a) Diagnostic analysis of the school.
- b) Areas for improvement.
- c) Objectives of the project.
- d) Action plans and their timing.
- e) Resources and organisation of the school to achieve the objectives.
- f) Monitoring and evaluation of the project: indicators of achievement.

school principal. This option would only exist for a five year period after the entry into force of the said Act (LOMCE) which took place on December 9, 2013.

The refresher courses therefore open up the possibility of acting as a channel for training school principals and, in particular, in matters relating to leadership, as is considered in one of its modules, as detailed in Annex.

The minimum duration of the management refresher courses will be 60 hours, which will include all the core modules. The specific modules that may be added by the Autonomous Communities are excluded from this calculation.

These courses may also be implemented by the educational authorities of the Autonomous Communities and other institutions authorized by them, in a similar way as the mandatory courses training for the management function. In fact, as we shall see, some autonomous communities are actually implementing them, although they are not a mandatory requirement to date, and the Ministry's proposal is to extend the period of non-requirement.

Potential changes to be introduced by the new government in the configuration of the Management Function

The Ministry of Education and Vocational Training draw up a document dated November 7th including proposals for the amendment of the Organic Act on Education and an Education Draft Act has been presented in December. According to this Draft, it seems that the requirement of a previous training to access the position of school principal will be maintained, with some minor modifications. The Draft proposes to *rebalance the powers of the School Council and those of the principals of public and subsidized schools, increasing the Council's participation in decisions and control over schools' operation*. In the opinion of some public school principals consulted, this entails the danger of losing skills and leadership capacity.

Furthermore, regarding compliance with the initial training requirement for school principal applicants, the proposed measure is to facilitate it on a transitional basis. In other words, although the 5 years established in the LOMCE's Additional Provision to make prior accreditation mandatory are applicable, the possibility of accessing with the requirements prior to the LOMCE is being extended.

As described in the section on Autonomous Communities, many of them have actually put the Decree into practice and are teaching their courses in accordance with the contents established therein.

Interviews with the Secretary of State and other officials in the Ministry have confirmed the intention to not alter the provisions of the Decree, but to extend the deadline for obtaining training accreditation as a mandatory requirement. They also expressed the need to improve training for the management function by giving more weight to transformational and cooperative leadership, showing their interest in opening lines of

collaboration to take advantage of the work of this mapping as well as other programs and research.

From the interviews held, it also appears that there is no detailed information in the Ministry on how training is currently provided, as there is no more precise data on how it is being implemented in the Autonomous Communities. Hence the opportunity of the analysis made in this study.

Implementation of Decree 894/2014 by the Ministry of Education

The Ministry organized a pilot course in 2015 in collaboration with the Ministry of Public Administration. According to Beatriz Pont⁸, 1,197 candidates were presented at this call for the course (published in the Official State Gazette) and 150 people were selected on the basis of seniority, professional background, academic training or merit. This allows us to see the interest that current and future principals have in the specific training for the position.

The course was carried out part-time, with face-to-face and some networking modules, as well as individual project management work. It was attended by a number of trainers, including university teachers, educational inspectors, school principals and others. The course was evaluated in 2016 and the results were positive, highlighting the good experience of combining theory and practice, addressing aspects of day-to-day school life. There is a final assessment in relation to the need to reach a greater number of candidates for the management of educational centers, bearing in mind that in Spain there are 28,000 schools.

Subsequently, the National Institute of Educational Technologies and Teacher Training (INTEF)-a body dependent on the Ministry with the task of promoting teacher training-has organised the courses that accredit them for the management function. The curriculum that provides the minimum contents established in the Decree is attached in the Annex.

Applicable regulation:

- *Resolution of November 21, 2018, of the Secretary of State for Education and Vocational Training, which calls for places for implementing on-line training courses for the ongoing training of teachers at levels prior to the University and the training course on development of the Management Function. Year 2019. (Resolución de 21 de noviembre de 2018, de la Secretaría de Estado de Educación y Formación Profesional, por la que se convocan plazas para la realización de cursos de formación en red para la formación permanente del profesorado que ejerce en niveles anteriores al universitario y del curso de formación sobre el desarrollo de la Función Directiva. Año 2019).*

⁸ Beatriz Pont Ferrer. *Education reforms: school leadership in comparative perspective*. PhD Dissertation. Madrid 2017.

Training organization	Title of the training course	No. of credits	No. of teachers trained
MINISTRY OF EDUCATION / National Institute of Educational Technologies and Teacher Training (INTEF)	The development of the management function.	120 hours March - June 2018 On-line	1288 in 2016-17 1222 in 2017-18 1600 offered for 2019-20
UNED (Public National University for Distance Education) through an agreement with the Ministry of Education	The development of the management function.		468 in 2016-17 316 in 2017-18
UNED (Public National University for Distance Education) through an agreement with the Ministry of Education	Refresher course in management skills		39 in 2016-17
MINISTRY OF EDUCATION / National Institute of Educational Technologies and Teacher Training (INTEF)	Pedagogical Leadership for the Educational Success of all Students	70 hours	300 in 2019

Table 5.1. School Management training courses offered by the Ministry of Education

The basic contents of the course for development of the management function are the following:

- ⇒ Module I: Regulatory framework applicable to schools.
- ⇒ Module II: Organization and management of schools.
- ⇒ Module III: Management of school resources.
- ⇒ Module IV: Key factors for effective management.
- ⇒ Module V: Accountability and educational quality.
- ⇒ Module VI: Management Project

Leadership is addressed in Module IV, with the following contents:

- ⇒ Didactic Unit 10: Leadership in the School: a process of influence. Competences of the leader and models of leadership.
- ⇒ Didactic Unit 11: Development of emotional competences for leading the Management Team: social skills in school management. Emotional skills.
- ⇒ Didactic Unit 12: Conflict and conflict resolution by the Management Team: interpersonal communication and group functioning.
- ⇒ Didactic Unit 13: The satisfaction of the School Management Team as a working group: the decision-making process.

The INTEF shares its course with various Autonomous Communities as will be shown below: La Rioja, Region de Murcia, Cantabria, Asturias and Comunidad Valenciana.

The Ministry has an agreement with the UNED (National University for Distance Education) so that the latter can provide training courses as well as refresher courses for the management function.

The INTEF is also working to include a course next year on "Pedagogical Leadership for the Educational Success of all Students", which will be offered for the first time in this upcoming year's call aimed at management and inspection teams. It will be held from September 12 to November 12, 2019.

In the interview with the Director of the INTEF, he explained that no entities other than the UNED University and the official Master's degrees have been accredited by the Ministry to provide this kind of training.

5.1.2 REGIONAL GOVERNMENTS:

This section presents the results of the review and analysis of the training courses offered by the educational administrations of each of the 17 Autonomous Communities and the 2 Autonomous Cities (Ceuta and Melilla) in Spain.

1. ANDALUSIA

Applicable regulations:

- *Order of April 20, 2015, which establishes the procedure and the objective selection criteria for the provision of vacancies for directors of Teachers Centers dependent on the Department of Education, Culture and Sport (Orden de 20 de abril de 2015, por la que se establece el procedimiento y los criterios objetivos de selección para la provisión de plazas vacantes de directores y directoras de Centros del Profesorado dependientes de la Consejería de Educación, Cultura y Deporte).*
- *Resolution of November 25, 2015, of the General Directorate of Teaching and Human Resources Management, by which a training course is convened on the development of the management function established in article 134.1 of Organic Act 2/2006, of May 3, regarding Education. (Resolución de 25 de noviembre de 2015, de la Dirección General de Profesorado y Gestión de Recursos Humanos, por la que se convoca curso de formación sobre el desarrollo de la función directiva establecido en el artículo 134.1 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación).*
- *Resolution of January 16, 2018, of the General Directorate of Innovation and Teacher Training by which a training course is convened on the development of the management function established in article 134.1 of Organic Act 2/2006, of 3 May, regarding Education (Official Gazette of the Andalusian Govt., January 24, 2018). (Resolución de 16 de enero de 2018, de la Dirección General de Innovación y Formación del Profesorado, por la que se convoca curso de formación sobre el desarrollo de la función directiva establecido en el*

artículo 134.1 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOJA de 24 de enero de 2018)).

- *Resolution of September 3, 2018, of the General Directorate of Innovation and Teacher Training, by which a refresher course on managerial competences is held on the development of the management function established in article 1 of Royal Decree 894/2014, of October 17. (Resolución de 3 de septiembre de 2018, de la Dirección General de Innovación y Formación del Profesorado, por la que se convoca curso de actualización de competencias directivas sobre el desarrollo de la función directiva establecido en el artículo 1 del Real Decreto 894/2014, de 17 de octubre).*

The content of the course is similar to the modules established in Decree 894/2014 with some changes in the order and in the title. The third edition has been launched this year by public call.

Decree 93/2013 of August 27 regulates the initial and permanent training of teachers in the Autonomous Community of Andalusia, as well as the Andalusian System of Permanent Teacher Training.

Also, the second strategic line of the III Andalusian Plan for Permanent Training of Teachers approved in 2014, establishes the offer of training actions that contemplate the professional competence for the school administration: leadership, management and dynamization of the teaching team, educational regulations, administrative management, school planning and evaluation, innovation and training school managers.

Counselling does not seem to have enabled other entities to teach the courses. And the analysis of its modules hardly differs from the established general and minimum for the entire national territory. In that sense, it provides a module on leadership, assigning relevance to training contents, although they do not provide data and guidance to see to what extent it is in line with the characteristics that leadership would have from the WCD educational perspective.

The Resolution of January 16, 2018, by the General Directorate of Innovation and Teacher Training, convening a training course on the development of the management function, establishes in its third paragraph 4, that in accordance with the single additional provision of Royal Decree 894/2014, of October 17, those participants in possession of a master's or postgraduate degree, both of an official nature, on management and management of schools, will be exempt from the realization and evaluation of all modules except the Project Management Module. Those who participate in this section will not count for the purpose of assigning places.

This route opens other possibilities of obtaining accreditation, regardless of the university's geographical location, provided that the master's or specialist's degree is official.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of ANDALUSIA.	The development of the management function.	130 hours March - June 2018 On-line	500 places in 2018
Educational Department of the Regional Government of ANDALUSIA.	Refresher course on managerial competences	60 hours Oct - Dec 2018	500 places in 2018

Table 5.2. School Management training courses offered by the Autonomous Community

2. ARAGON

Applicable regulations:

- *Order ECD / 1745/2017 of October 27 of the Ministry of Education, Culture and Sports of the Government of Aragon. (Orden ECD/1745/2017 de 27 de octubre de la Consejería de Educación, Cultura y Deporte del Gobierno de Aragón).*
- *Resolution of April 24, 2018, by the General Directorate of Personnel and Teacher Training, establishing the basis of the initial training program for candidates selected in the merit contest for carrying out the management function in non-university public centers of the Autonomous Community of Aragon. (Resolución del 24 de abril de 2018, de la Dirección General de Personal y Formación del Profesorado por la que se establecen las bases del programa de formación inicial para los aspirantes seleccionados en el concurso de méritos para el desempeño de la función directiva de los centros públicos no universitarios de la Comunidad Autónoma de Aragón).*

The Autonomous Community of Aragon is implementing the courses provided for in RD 894/2014, both the course aimed at accreditation for the management function, as well as the refresher course.

They are carried out through the Center for Educational Innovation and Training (CIFE) María de Ávila. This course has included an offer for the refresher course calling for 80 places and have admitted 45. Below is the basic curriculum established by the Ministry.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of ARAGON. Center for Innovation and Educational Training / Centro de innovación y formación educativa (CIFE) “María de Ávila”	Initial training program for development of the management function.	120 hours May - June 2018	80 places are offered
Center for Innovation and Educational Training / Centro de innovación y formación educativa (CIFE) “María de Ávila”	Refresher course		45 trainees out of 80 places offered

Table 5.3. School Management training courses offered by the Autonomous Community

3. ASTURIAS

Applicable regulations:

- Resolution of March 15, 2018, of the Ministry of Education and Culture, which calls for a merit contest among the teaching career staff for the selection of directors and directors of public centers and guidance teams of the Community Autonomous of the Principality of Asturias. (Resolución de 15 de marzo de 2018, de la Consejería de Educación y Cultura, por la que se convoca concurso de méritos entre el personal funcionario de carrera docente para la selección de directoras y directores de los centros públicos y equipos de orientación de la Comunidad Autónoma del Principado de Asturias).*
<https://www.educastur.es/documents/10531/824568/2018+03+18+Resoluci%C3%B3n+Directores+2018+BOPA+2018+03+21.pdf/99cce6ea-51cb-41c9-adfd-c6e63210afc2>

Training for the management of schools established by Royal Decree 894/2014, has been implemented in Asturias in the 2017/2018 academic year.

The resolution of March 15 stipulates that, in order to take part in the selection process, candidates must hold the certificate accrediting having passed a training course on development of the management function, given by the Ministry of Education, Culture and Sport or by the education authorities of the Autonomous Communities. However, according to the transitional provision mentioned above, certifications obtained before the entry into force of the LOMCE are valid for a period of five years.

Two courses have been carried out:

- REFRESHER ON MANAGEMENT COMPETENCES (for teachers who are already performing these functions)
- DEVELOPMENT OF THE MANAGEMENT FUNCTION (for teachers who intend to access these positions).

The courses have been carried out by the Teaching and Resource Centers of the Educational Guidance and Teacher Training Service under the Directorate General for Academic Organisation and Educational Innovation. There is no other entity authorized to provide this training.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of ASTURIAS. Center of Teachers and Resources (Service of Educational Orientation and Teacher Training. General Directorate of Academic Organization and Educational Innovation).	Development of the management function (for teachers willing to access a school principal position)	12	75
	Refresher course on managerial competences (for current school principals)	6	75
INTEF (National Institute for Teacher Training of the Ministry of Education). The Department of Education of the Regional Government of ASTURIAS also refers to the INTEF course.	The development of the management function (INTEF course).	120 hours March - June 2018 On-line	

Table 5.4. School Management training courses offered by the Autonomous Community

4. BALEARIC ISLANDS

Applicable regulations:

- *Resolution by the Head of Education and Universities of March 16, 2016, approving the four-year plan for permanent teacher training 2016-2020. (Resolució del conseller d'Educació i Universitat de dia 16 de març de 2016 per la quals'aprova el Pla quadriennal de formació permanent del professorat 2016-2020).*

As part of the training priorities, the general training plan for the period 2016-2017 establishes the need to strengthen a new profile of school principals, training them to *exercise pedagogical leadership to energize learning communities and valuable educational projects.*

The third strategic line for lifelong learning focuses on the *training for the improvement of centers' management and work teams that contemplates competence in exercising management function, pedagogical leadership, teaching coordination, facilitation of groups, dynamization and training advising.*

The areas and contents of this line of training will take shape as:

- Training of management teams within the framework of distributed and sustainable leadership.
- Training to dynamize and advise on training.
- Training in team management, strategic leadership, coordination and facilitation of work groups and others.

These priorities are in line with promoting leadership training for management teams and constitute a good starting point for developing the objectives of the WCD Leadership Project.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of the BALEARIC ISLANDS. General Directorate of Vocational Training and Teacher Training.	DEVELOPMENT OF THE MANAGEMENT FUNCTION (aimed at teachers who are civil servants and have not served as principals in a public school for more than one school year and teachers who have never served as principals before).	120 hours, 60 of which are face-to-face and 60 on-line.	70

Table 5.5. School Management training courses offered by the Autonomous Community

5. CASTILE-LA MANCHA

Applicable regulations:

- *Decree 35/2017, of May 2, which regulates the characteristics and processes related to exercising the management function in non-university public schools of the Autonomous Community of Castile-La Mancha. (Decreto 35/2017, de 2 de mayo, que regula las características y los procesos relativos al ejercicio de la función directiva en los centros docentes públicos no universitarios de la Comunidad Autónoma de Castilla-La Mancha).*

The Decree establishes, among the requirements for exercising the management function (Art.5.1.c), that individuals in possession of the certification of having passed a training course on developing the management function, taught by the Ministry of Education, Culture and Sport or by the Education Authorities of the Autonomous Communities.

In addition, it will be necessary to submit a management project that includes, among other aspects, the objectives, lines of action and their evaluation. The management project will consist of the following basic sections:

- Proposal of the rest of the members of the Management Team, who must necessarily be part of the faculty of the school they choose
- Adaptation of the project to the school’s characteristics
- Adaptation of the project to the school’s internal organization
- Attention to student diversity
- Measures aimed at educational improvement and innovation
- Measures to promote coexistence in school education
- Incorporation of measures aimed at promoting the relations of the school with its immediate environment
- Evaluation of the means proposed means and criteria for improvement.

It is also pointed out that the faculty responsible for management that has been selected according to the procedure established in this decree will be obliged to participate, at least once during their term of office, in refining and exploring courses in more depth (...). And that the Ministry responsible for education will periodically offer training plans that promote quality of the management function.

For the five-year period following the entry into force of Organic Act 8/2013, candidates who do not meet the conditions required to accredit specific training for exercising the management function, must do so during the first quarter of the year course in which they start their mandate.

The General Directorate responsible for training, through the Regional Center for Teacher Training, will hold independent or joint calls for continuous training activities for directors, which are scheduled regularly.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of CASTILE LA MANCHA	Course for recently appointed school principals	120 hours/12 credits	75 places
Regional Center for Teacher Training	Elementary and Primary Education		75 places (ESO)
	Secondary Education (ESO)		

Regional Center for Teacher Training	Development of the Management Function Elementary and Primary Education Secondary Education (ESO)	120 hours/12 credits	150 places 150 places (ESO)
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Table 5.6. School Management training courses offered by the Autonomous Community

6. CASTILE - LEON

Previous training for the management function established in the LOMCE has already been implemented, through the Resolution of January 24, 2018. This Resolution not only convenes the course, but also establishes, in addition to the minimum contents laid down by RD 894/2014, a training program (one more module has been included, referred to "Continuing education, professional development, inclusion and educational innovation").

Applicable regulations:

- *RESOLUTION of January 24, 2018, of the General Directorate of Innovation and Educational Equity, by which a training course is convened on the development of the management function, set forth in article 134.1 of the Organic Law 2/2006, of 3 May, Education, in the Community of Castile - Leon.*
- *Resolution of November 26 of 2018, of the General Directorate of Innovation and Educational Equity, by which a refresher course of managerial competences is convened, provided in article 134.1 of the Organic Law 2/2006, of May 3, on Education, in the community of Castile - Leon.*

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of CASTILE - LEON Higher Center for Teacher Training. Directorate General for Educational Innovation and Equity (which is competent and responsible for the permanent training of teachers, and therefore is who establishes, coordinates and programs this training action).	Development of the management function for future directors of public schools	7 modules and 140 hours (14 credits). Face-to-face + on-line training + collaborative spaces + mentoring by expert school principals	125 in 2018 and 125 will be offered in 2019
	Refresher course on managerial skills in development of the management function	7 modules (70 hours). Face-to-face + on-line training + collaborative spaces + mentoring by expert school principals	300 are to be offered

Table 5.7. School Management training courses offered by the Autonomous Community

One of the training course's modules on developing the management function is specifically related to leadership: "Key factors for effective management". The rest of the modules also include contents that have to do with the leadership of the management team in the school's different educational and organizational processes. In the next call to be held at the end of 2018, specific training will be included that links leadership with inclusive education.

There are no other accredited entities or universities to provide this training. The General Directorate for Innovation and Educational Equity itself, through the Higher Training Center for Teachers, is the only one that accredits this training in Castile - Leon.

7. CANARY ISLANDS

In the Autonomous Community of the Canary Islands, training for school principals was adapted to the provisions of Royal Decree 894/2014, of October 17, which develops the characteristics of the training course on developing the management function as from the 2015-2016 course. This will be the fourth year it has been implemented.

Applicable regulations:

- *Resolution* of the General Directorate of Educational Planning, Innovation and Promotion, whereby the Training Course on Developing the Management Function established in article 134.1 of Organic Act 2/2006, of May 3, is convened and authorized. (Resolución de la Dirección General de Ordenación, Innovación Y Promoción Educativa, por la que se convoca y autoriza el Curso de formación sobre el Desarrollo de la Función Directiva establecido en el artículo 134.1 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, en su nueva redacción dada por la Ley Orgánica 8/2013, de 9 de diciembre, durante el curso escolar 2018-2019).

The training program is divided into 16 subjects and a management project. These 16 subjects are grouped into 3 thematic blocks and in almost all of them leadership is implicitly considered. Subject 10 is the one in which leadership is treated as the main element. Also interpersonal relationships and relationships with other public agencies and of any kind. And subject 13 deals with team building in schools, cooperative work, networking and participatory decision-making processes.

Training organization	Title of the training course	No. of credits	No. of teachers trained
<p>Educational Department of the Regional Government of the CANARY ISLANDS</p> <p>Service for the Improvement of Teaching Staff under the General Directorate for Organisation, Innovation and Educational Promotion.</p>	<p>Training course for developing the management function</p>	<p>120 hours</p>	<p>100 places offered in the last 4 years for each course. Additionally, 92 school principals and currently 39 school principals</p>

Table 5.8. School Management training courses offered by the Autonomous Community

8. CANTABRIA

<p>Applicable regulations:</p> <ul style="list-style-type: none"> Resolution of February 1, 2018, which calls for a merit contest between career teachers for the provision of director positions in the educational centers of the Ministry of Education, Culture and Sports of the Government of Cantabria. (Resolución de 1 de febrero de 2018, por la que se convoca concurso de méritos entre funcionarios docentes de carrera para la provisión de puestos de Director en los centros docentes de la Consejería de Educación, Cultura y Deporte del Gobierno de Cantabria). Order ECD / 5/2017, of February 1, which regulates the procedure for the selection, appointment, evaluation and dismissal of directors of public centers that teach non-university education in the Autonomous Community of Cantabria. (Orden ECD/5/2017, de 1 de febrero, que regula el procedimiento para la selección, nombramiento, evaluación y cese de directores de los centros públicos que imparten enseñanzas no universitarias en la Comunidad Autónoma de Cantabria).

The training provided by Cantabria includes 3 compulsory attendance sessions and online activities to complete the 130 hours of the course. The training blocks include the core modules of the Royal Decree and Block IV is devoted to educational leadership under the name of Key factors for effective management.

All participants who pass the course (face-to-face phase + distance phase + management project) will receive a certificate corresponding to 130 hours. To do so, it will be necessary to pass all the course's obligatory activities, and that the corresponding tutor evaluate them as passed.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of CANTABRIA	Training course on developing the management function	130 hours	125
Educational Department of the Regional Government of CANTABRIA in collaboration with the UNED University	I Version of the Refresher Course on managerial competences.	60 hours 10 h face-to-face & 50 hours on-line	150
INTEF (National Institute for Teacher Training of the Ministry of Education). The Department of Education of the Regional Government of CANTABRIA also refers to the INTEF course.	Development of the management function (INTEF course).	120 hours March - June 2018 On-line	

Table 5.9. School Management training courses offered by the Autonomous Community

9. CATALONIA

Applicable regulations:

- *Resolution ENS / 57/2012, in its annex 3, regarding the procedure to obtain accreditation as a professional teacher director, defines the competences of the professional director.*

The contents are organized in 11 modules, focused on achieving the course's objectives and provide the necessary tools for future directors to achieve both the specific skills and transversal competences necessary to exercise the management function.

Educational leadership is specially addressed in specific competence 2: Management and direction of human teams in the educational context; pedagogical leadership, teamwork and networking.

- ⇒ Ability to exercise distributed leadership oriented to delegating functions and responsibilities, motivation and professional development, in a positive relational climate.
- ⇒ Capacity in promoting the collaborative work of teaching teams oriented to the progress of the students and the learning environment in the school.
- ⇒ Ability to promote participatory processes and structures in relation to the involvement and commitment of families in educational success.
- ⇒ Ability to promote the school's human resources in its relationship with its most immediate environment, networks and educational agents.

The course is made up of face-to-face and non-face-to-face sessions that will be used to carry out the proposed activities of each module.

In the classroom, the development of each session will have the following structure:

- ⇒ Introduction, presentation and reflection on the subject of the session
- ⇒ Study and analysis of practical cases related to the subject of the session, according to the content developed in the course, and preparation of proposals for action
- ⇒ Empowerment of peer training

Training organization	Title of the training course	No. of credits	No. of teachers trained
Educational Department of the Regional Government of CATALONIA	Training course on the exercise of management functions	240 hours 104 out of them are face-to-face	
Sub-directorate General of the Management function of Schools	Refresher course on managerial competences for exercising management functions.	120	

Table 5.10. School Management training courses offered by the Autonomous Community

10. COMUNIDAD VALENCIANA

Applicable regulations:

- *RESOLUTION of June 11, 2018, of the Autonomous Secretariat of Education and Research, convening a training course on developing the management function and refresher course on managerial competences established in article 1 of Royal Decree 894 / 2014, of October 17. [2018/5906 (RESOLUCIÓN de 11 de junio de 2018, de la Secretaría Autónoma de Educación e Investigación, por la que se convoca curso de formación sobre el desarrollo de la función directiva y curso de actualización de competencias directivas establecido en el artículo 1 del Real decreto 894/2014, de 17 de octubre). [2018/5906]*

In accordance with Royal Decree 894/2014, of October 17, the course will have a modular structure consisting of seven modules with variable duration according to their content, and they will have a mixed nature. Module contents are as established by RD 894/2014. The issues related to leadership are those included in the module Key factors for effective management. In addition, the autonomic module described below is included.

Autonomic module. The Valencian education system:

- ⇒ The school's annual training program.
- ⇒ Management computer programs.
- ⇒ Inclusive school and transition between stages.

- ⇒ Projects and institutional programs in the Valencian Community.
- ⇒ Language programs in the Valencian Community.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education, Research, Culture and Sport of the Regional Government of COMUNIDAD VALENCIANA	Training course for developing the management function	130 hours	330 places offered
The CEFIRE will be the venues for face-to-face sessions. Non-attendance training will be carried out through a Moodle course coordinated by the Service of Planning and Management for the Permanent Training of Teachers.	Refresher training course for managerial competences	70 hours	150
INTEF (National Institute for Teacher Training of the Ministry of Education). The Department of Education of the Regional Government of COMUNIDAD VALENCIANA also refers to the INTEF course.	Development of the management function (INTEF course).	120 hours March - June 2018 On-line	

Table 5.11. School Management training courses offered by the Autonomous Community

11. EXTREMADURA

Extremadura's Statute of Autonomy determines, in article 10.1.4, that: "It corresponds to the Autonomous Community of Extremadura competence on regulatory development and execution of education and teaching in all its extension, levels, degrees, modalities and specialties. In particular, the regime, organization and control of schools, teaching staff, subjects of regional interest, complementary activities and scholarships with their own funds".

In this sense, Extremadura has offered a series of courses that have sought to provide generic and specific skills that, focused and oriented towards management activities, have practical utility in educational environments. The generic competences (attributions, skills and most valued and typical activities in exercising the management function) have allowed integral training and have been developed throughout the training process.

In particular, these competences included, among others, the ability to manage information, analyse, critically reason, communicate orally and in writing, as well as negotiate, conciliate and make decisions. The specific competences have been related

to the aspects of theoretical and practical knowledge necessary in order to exercise the functions of the management teams.

The training courses and updating of managerial competences developed by the Regional Ministry of Education of Extremadura have been face-to-face, comprising a theoretical part and a practical part, and have a modular structure.

In our case, the training courses on developing the management function have lasted 120 hours, while the refresher courses on management skills have been structured in 60 hours, and 3 training courses have been offered each year. 1 update.

The curriculum is very similar to the one formulated in the Core Modules of the 2014 Decree.

Applicable regulations:

- *No specific regulation*

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education of the Regional Government of EXTREMADURA Teacher and Resource Centers.	Training course for the management function	120 hours	Course 2015/16: 202 teachers participating in this type of training, of which 191 were certified. 2016/17: 135 participating teachers, of whom 100 were certified. 2017/18: 199 participating teachers, of whom 160 certified.
Department of Education of the Regional Government of EXTREMADURA Teacher and Resource Center of Mérida.	Refresher course on managerial competences.	60 hours	Until full capacity is reached

Table 5.12. School Management training courses offered by the Autonomous Community

12. GALICIA

Applicable regulations:

- *Resolution of October 15, 2018, by the General Directorate of Education, Vocational Training and Educational Innovation, convening the training course on developing the management function in 2018, accrediting for access to positions of leadership in schools supported by public funds that provide the teaching regulated by Organic Act 2/2006, regarding education. (Resolución de 15 de octubre de 2018, de la Dirección General de Educación, Formación Profesional e Innovación Educativa, por la que se convoca el curso de formación sobre el desarrollo de la función directiva en el año 2018 que acredite para el acceso a puestos de dirección en centros docentes sostenidos con fondos públicos que impartan las enseñanzas reguladas en la Ley orgánica 2/2006, de educación).*

The course is being organized for the first time this year. There are 250 places announced and it refers to the core contents established by the Ministry in the basic regulations, adding a specific module for Galicia.

Its seven modules will have to be passed to obtain certification. The following thematic blocks are addressed:

- ⇒ Module I (core). Regulatory framework applicable to educational centers
- ⇒ Module II (core). Organization and management of teaching centers.
- ⇒ Module III (core). Management of teaching centers' resources.
- ⇒ Module IV (core). Key factors for effective management.

This module deals with leadership and its various models:

Educational leadership for management. Leadership as influence Essential competences of leadership. What effective leaders do. Leadership models. European trends in educational leadership. Training platform and good practices. Tools for exercising leadership in order to improve learning. Social skills in management of the teaching center. The process of decision-making. Interpersonal communication and group functioning. Emotional skills. Conflict resolution.

- ⇒ Module V (core). Accountability and educational quality.
- ⇒ Module VI (specific). Specific module for Galicia.
- ⇒ Module VII (core). Management project.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education of the Regional Government of GALICIA The Permanent Teacher Training network, which depends on the Teacher Training Service of the Department of Education, University and Vocational Training, is made up of 6 training and resource centers (CFR) and an Autonomous Center for Training and Innovation (CAFI). The course is carried out through the platform: https://www.edu.xunta.es/fprofe/	Training course for developing the management function	150 hours	150
Department of Education of the Regional Government of GALICIA This training is included in the Annual Plan for teacher training (2018-2019).	Life-long training for management teams	Mixed courses (face-to-face and on-line) aimed at: principals (50 h); deputy-principals (25h); heads of studies (25h); school secretariat (25h)	

Table 5.13. School Management training courses offered by the Autonomous Community

13. LA RIOJA

Applicable regulations:

- No specific regulation. The Autonomous Community of La Rioja refers directly to the course organized by INTEF and does not add any specificity:
<https://www.larioja.org/edu-innovacion-form/es/noticias-innovacion-formacion/cursos-tutorizados-intef-1-edicion-2018>

Training organization	Title of the training course	No. of credits	No. of teachers trained
INTEF (National Institute for Teacher Training of the Ministry of Education). The Department of Education of the Regional Government of LA RIOJA refers to the INTEF course referred above.	Development of the management function (INTEF course).	120 hours March - June 2018 On-line	

Table 5.14. School Management training courses offered by the Autonomous Community

14. MADRID

Applicable regulations:

- *Resolution of March 15, 2018 by the General Directorate of Human Resources, announcing the Merit-based Competition for the selection of Directors of Non-University Public Teaching Schools in the Community of Madrid. (Resolución de 15 marzo de 2018, de la Dirección General de Recursos Humanos, por la que se convoca Concurso de Méritos para la selección de Directores de Centros Docentes Públicos No Universitarios de la Comunidad de Madrid.)*

The Training course for developing the management function has a total of 140 hours / 14 credits. The contents are divided into six mandatory modules, listed in RD 894/2014, plus a seventh module specific to the Community of Madrid. All modules have a duration of 20 hours.

The training was implemented in 2016/2017 offering two modules (Modules II and IV). The rest of the modules and therefore the certification was to be completed in the course 2017/2018. In the academic year 2018/2019, the full course has been offered, as well as the refresher course for developing the management function, also included in RD 894/2014.

The aspects related to leadership are included in module IV and are as follows:

- ⇒ Strategies to develop shared leadership.
- ⇒ European trends in educational leadership. Training and collaboration platforms. Good practices.
- ⇒ Tools for exercising leadership towards the improvement of learning and development of skills for innovation, motivation, entrepreneurial spirit, coaching and orientation.
- ⇒ Strategies for improving interpersonal communication and group functioning. Emotional skills Decision making. Negotiation techniques Time management.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education of the Regional Government of MADRID.	Training course for developing the management function	140 hours /14 credits	In 2017/2018 100 teachers were trained.
Department of School Organization of the CRIF Las Acacias (Teacher Training Center)			In 2018/2019 200 teachers
	Refresher course	60 hours / 6 credits	60 places offered and 46 trainees

Table 5.15. School Management training courses offered by the Autonomous Community

15. MURCIA

Applicable regulations:

- *It has not developed any specific regulations.*

The Department of Education, Youth and Sports, as education authority of the Autonomous Community of the Region of Murcia, convenes, through the CPR, this training course on developing the management function established in Article 134. 1 .c) of Organic Act 8/2013 of December 9, for the improvement of educational quality.

The curriculum corresponds to the Core Modules established by the 2014 Decree.

It may vary according to the content of the session, from the presentation of experts with the participation of the attendees through dialogue and the resolution of doubts, to collaborative work for the preparation of projects or materials.

- Face-to-face training phase of 96 hours in which generic and specific competences will be provided, enabling the functions of the position of principal in the public schools to be exercised as regulated by Organic Act 2/2006, of May 3, regarding Education.
- Non-contact training phase of 24 hours dedicated to the study of regulations and the realization of a management project.

Participants must prepare a management project for the school that contemplates an analysis of the situation, areas for improvement, project objectives, action plans, their timing, the school's resources and organization and the indicators for evaluating results.

The management project must incorporate the development of professional competences and educational leadership included in the modules.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education of the Regional Government of MURCIA. Center for Teachers and Resources of Murcia Region.	Training on developing the management function	120 hours /12 credits. 6 hours dedicated to leadership	2015/2016: 96 2016/2017: 204 2017/2018: 200 2018/2019: 205 places offered
	Refresher course	60 hours/ 6 credits	
INTEF (National Institute for Teacher Training of the Ministry of Education). The Department of Education of the Regional Government of MURCIA also refers to the INTEF course.	Development of the management function (INTEF course).	120 hours March - June 2018 On-line	

Table 5.16. School Management training courses offered by the Autonomous Community

16. NAVARRE

Applicable regulations:

- *It has not developed any specific regulations.*

During the academic year 2017-2018, the two itineraries marked by the RD were taught: the "Training Course on Developing the Management Function" and the "Course on updating managerial competences on developing the management function". During the 2018-2019 course, they have been convened again.

The training activities follow the provisions of RD 894/2014 and as a result, 150 hours of training are certified in the "Training Course on Developing the Management Function". 9 classroom hours are dedicated to the leadership module, distributed in three face-to-face sessions of three hours each.

The course has a mixed character: it combines face-to-face sessions, for a total of 60 hours, and networking through a Moodle platform, to complete a total of 120 hours' training.

The courses are taught, supervised and evaluated by personnel with proven competence in the subject, from the Body of Education Inspectors or the Body of Inspectors at the Service of the Education Authorities, school directors and principals,

teaching staff and university researchers, staff from the Ministry of Education, Culture and Sport or from the Education Authorities of the autonomous communities, other personnel from the Public Administrations with expertise in specific subjects, or experts not belonging to the Administration.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education of the Regional Government of NAVARRE. Pamplona Teacher Support Center, which is part of the Department of Education's Teacher Training Section.	Training course on the development of the Directive Function	120 hours	In 2017/2018 25 teachers were accredited and 17 teachers in 2018/2019
	Refresher course on managerial competences	60 hours / 6 credits	26 in 2017/18 and 17 in 2018/19

Table 5.17. School Management training courses offered by the Autonomous Community

17. BASQUE COUNTRY

Applicable regulations:

- *RESOLUTION of April 30, 2014, by the Director of Educational Innovation, of the Department of Education, Linguistic Policy and Culture. (RESOLUCIÓN de 30 de abril de 2014, de la Directora de Innovación Educativa, del Departamento de Educación, Política Lingüística y Cultura).*
- *RESOLUTION of April 24, 2018, by the Director of Educational Innovation, convening the Initial Training Program of Directors and Directors selected by merit-based competition for exercising management in public centers of the Autonomous Community of the Basque Country during the period between courses 2018-19 and 2021-22. (RESOLUCIÓN de 24 de abril de 2018, de la Directora de Innovación Educativa, por la que se convoca el Programa de Formación Inicial de Directores y Directoras seleccionados por concurso de méritos para el ejercicio de la dirección en centros públicos de la Comunidad Autónoma del País Vasco durante el periodo comprendido entre los cursos 2018-19 y 2021-22).*

As noted by the regulations regarding the training of school principals, the Autonomous Community of the Basque Country has developed different requirements.

Decree 22/2009, of February 3, (BOPV of February 18, 2009) and its modification by Decree 61/2012, of May 8 (BOPV of May 30, 2012) on the selection procedure for Principals and the appointment and dismissal of the other unipersonal governing bodies of non-university educational centers of the Autonomous Community of the Basque Country, dependent on the Department of Education, Universities and Research, establishes in article 14 that the persons selected for exercising the position of Principal must pass an Initial Training Program organized by the Department of Education, Universities and Research.

The Order of November 18, 2013, (BOPV of December 4, 2013), also stipulates that those selected as accrediting an experience of at least two years in the position of Principal shall be exempt from completing the Initial Training Program. However, they may request the Director or Director of Educational Innovation, if they so wish, their admission to the Program to carry it out together with non-exempt persons.

The contents of the initial training program are:

- ⇒ Definition of strategic goals and interventions.
- ⇒ Direction, organization and functioning of the school.
- ⇒ Pedagogical leadership.
- ⇒ Participation and collaboration of internal and external agents.
- ⇒ Promotion of the evaluation and management of change.

This program was organised during the academic years 2014-15 to 2017-18.

To follow the program, the Basque Government, through the RESOLUTION of April 24, 2018, has convened the Initial Training Program for Principals selected by merit-based competition for exercising the management function in schools of the Autonomous Community of the Basque Country during the period between the 2018-19 and 2021-22 courses.

As may be deduced from the regulation, the Basque Country does not have a prior accreditation but rather an initial training for those who have already been appointed as Principal. The program and the hours, as indicated below, are rather shorter than those established in other Autonomous Communities.

The contents of the program are distributed in the following blocks:

- ⇒ Definition of goals and strategic interventions.
- ⇒ Management, organization and operation of the school.
- ⇒ Pedagogical leadership.
- ⇒ Participation and collaboration of internal and external agents.
- ⇒ Promoting the evaluation and management of change

The duration of the program will be 35 hours, distributed as follows: 30 classroom hours, in a week-long course from 9:00 a.m. to 3:00 p.m. and 5 hours of personal work, for preparation of the report on the initial training program and its impact on the Management Project presented by each candidate.

There is an exemption from attending the Initial Training program, provided that they justify meeting the following conditions, as established in section o) of Annex I of the aforementioned Order of January 10, 2018 of the Minister of Education:

- They are in possession of the certification of having passed a training course or update of competences on developing the management function regulated by Royal Decree 894/2014, of October 17.

- Accredited, on July 1, 2018, at least two years' experience in the position of director.
- They are in possession of an authorization or accreditation for managing public schools issued prior to January 3, 2014.

Pursuant to the above, although the Basque Autonomous Community recognizes the accreditation regulated in Royal Decree 894/2014, it does not regulate or organize the courses and contents provided under the Royal Decree. It does not plan to do so in the future, although the deadline to be mandatory ends in 2018, at least as established by current legislation. It is noteworthy that despite being basic regulations it has not been subject to any attention by the regulations established by the Basque Government.

Training organization	Title of the training course	No. of credits	No. of teachers trained
Department of Education of the Regional Government of BASQUE COUNTRY. Directorate of Educational Innovation.	Initial School Principal Training Program	35 hours	150 (50 for each province)

Table 5.18. School Management training courses offered by the Autonomous Community

18. CEUTA AND MELILLA

These Autonomous cities directly depend on the Ministry of Education.

Training organization	Title of the training course	No. of credits	No. of teachers trained
INTEF (National Institute for Teacher Training of the Ministry of Education). The Autonomous Cities of CEUTA and MELILLA depend directly on the Ministry of Education and apply the INTEF course referred above.	Development of the management function (INTEF course).	120 hours March - June 2018 On-line	63 in Ceuta

Table 5.19. School Management training courses offered by the Autonomous Community

5.2 Training programs offered by education authorities to access the position of school principal (summarized table)

A summary of the results gathered previously is presented in the following table.

Training courses to access school principal positions			
Training organization	Title of the training course	No. of credits	No. of teachers trained
MINISTRY OF EDUCATION / National Institute of Educational Technologies and Teacher Training (INTEF)	Development of the management function.	120 hours March - June 2018 On-line	1288 in 2016-17 1222 in 2017-18 1600 offered for 2019-20
UNED (public National University for Distance Education) through an agreement with the Ministry of Education	Development of the management function.		468 in 2016-17 316 in 2017-18
Educational Department of the Regional Government of ANDALUSIA .	Development of the management function.	130 hours March - June 2018 On-line	500 places in 2018
Educational Department of the Regional Government of ARAGON . Center for Innovation and Educational Training / Centro de innovación y formación educativa (CIFE) "María de Ávila"	Initial training program for developing the management function.	120 hours May - June 2018	80 places
Educational Department of the Regional Government of ASTURIAS . Center of Teachers and Resources (Service of Educational Orientation and Teacher Training. General directorate of Academic Organization and Educational Innovation).	Development of the management function (for teachers intending to access school principal positions)	12	75 places
Educational Department of the Regional Government of the BALEARIC ISLANDS . General Directorate of Vocational Training and Teacher Training.	Development of the management function (for teachers who are civil servants and have not served as principals in a public school for more than one school year, and teachers who have never served as principals before).	120 hours, 60 of which are face-to-face and 60 on-line.	70 places

Educational Department of the Regional Government of CASTILE – LA MANCHA Regional Center for Teacher Training	Development of the management function Elementary and Primary Education Secondary Education (ESO)	120 hours/12 credits	150 places 150 places (ESO) For recently appointed principals: 75 places 75 places (ESO)
Educational Department of the Regional Government of CASTILE - LEON Higher Center for Teacher Training. Directorate General for Educational Innovation and Equity (competent and responsible for the permanent training of teachers, and therefore who establishes, coordinates and programs this training action).	Development of the management function for future directors of public schools	7 modules and 140 hours (14 credits). Face-to-face + on-line training + collaborative spaces + mentoring by expert school principals	125 in 2018 and 125 will be offered in 2019
Educational Department of the Regional Government of the CANARY ISLANDS Service for the Improvement of Teaching Staff under the General Directorate for Organisation, Innovation and Educational Promotion.	Training course for developing the management function	120 hours	100 places offered for each course 92 school principal interns and 39 school principals
Educational Department of the Regional Government of CANTABRIA	Training course on developing the management function	130 hours	125 places
Educational Department of the Regional Government of CATALONIA Sub-directorate General of the Management Function of Schools	Training course on exercising management functions	240 hours 104 out of which are face-to-face	
Department of Education, Research, Culture and Sport of the Regional Government of COMUNIDAD VALENCIANA The CEFIRE are the venues for face-to-face sessions. Non-attendance training will be carried out through a Moodle course coordinated by the Service of Planning and Management of the Permanent Training of Teachers.	Training course for developing the management function	130 hours	330 places offered
Department of Education of the Regional Government of EXTREMADURA Teacher and Resource Centers.	Training course for the management function	120 hours	2015/16: 202 teachers (191 certified). 2016/17: 135 teachers (100 certified.) 2017/18: 199 teachers (160 certified)

<p>Department of Education of the Regional Government of GALICIA The Permanent Teacher Training network, which depends on the Teacher Training Service of the Department of Education, University and Vocational Training, is made up of 6 training and resource centers (CFR) and an Autonomous Center for Training and Innovation (CAFI). The course is carried out through the platform: https://www.edu.xunta.es/fprofe/</p>	<p>Training course for developing the management function</p>	<p>150 hours</p>	<p>150</p>
<p>INTEF (National Institute for Teacher Training of the Ministry of Education). The Department of Education of the Regional Government of LA RIOJA refers to the INTEF course referred above.</p>	<p>Development of the management function (INTEF course).</p>	<p>120 hours March - June 2018 On-line</p>	
<p>Department of Education of the Regional Government of MADRID. Department of School Organization of the CRIF Las Acacias (Teacher Training Center)</p>	<p>Training course for developing the management function</p>	<p>140 hours / 14 credits</p>	<p>In 2017/2018 100 teachers were trained. In 2018/2019 200 teachers</p>
<p>Department of Education of the Regional Government of MURCIA. Center for Teachers and Resources of Murcia Region.</p>	<p>Training on developing the management function</p>	<p>120 hours / 12 credits. 6 hours dedicated to leadership</p>	<p>2015/16: 96 teachers 2016/17: 204 teachers 2017/18: 200 teachers 2018/19: 205 places offered</p>
<p>Department of Education of the Regional Government of NAVARRRE. Pamplona Teacher Support Center, which is part of the Department of Education's Teacher Training Section.</p>	<p>Training course on developing the Management function</p>	<p>120 hours</p>	<p>In 2017/2018 25 teachers were accredited and 17 teachers in 2018/2019</p>
<p>Department of Education of the Regional Government of the BASQUE COUNTRY. Directorate of Educational Innovation.</p>	<p>Initial School Principal Training Program</p>	<p>35 hours</p>	<p>150 (50 for each province)</p>
<p>INTEF (National Institute for Teacher Training of the Ministry of Education). The Autonomous Cities of CEUTA and MELILLA depend directly on the Ministry of Education and apply the INTEF course referred above.</p>	<p>Development of the management function (INTEF course).</p>	<p>120 hours March - June 2018 On-line</p>	<p>63 in Ceuta</p>

Table 5.20. Training courses offered by public authorities to access school principal positions

5.3 Refresher training programs offered by education authorities for in-service school principals

In accordance with the single transitory provision, section 1, of Royal Decree 894/2014, of October 17, as from five years after the entry into force of Organic Act 8/2013, of December 9, the Refresher Course on Managerial Skills will be aimed at individuals who are in possession of authorizations or management accreditations of public schools issued prior to the entry into force of Organic Act 8/2013, of December 9, and they may only participate in the selection process after passing the update course.

Furthermore, section 2 of the aforementioned transitory provision establishes that as from the five years following the entry into force of Organic Act 8/2013, of December 9, individuals who, upon its entry into force, or during the following five years, occupy the position of principal in a public school, may only be able to participate in the selection process after passing a refresher course on managerial competences, without having to take the main training course.

Although these refresher courses are not directly a subject of this mapping, they also offer the possibility of training in-service school principals who need to update their competences. Module IV, established in the RD, addresses leadership as follows:

Module IV. Key factors for effective management

- a) School management in Spain: from management to educational leadership.
- b) Leadership as influence
- c) European trends in educational leadership. Training platforms and good practices.
- d) Models and styles of leadership.
- e) Leadership for learning.
- f) Social skills in school management.

These courses may represent a good opportunity to introduce aspects related to WCD Leadership in a broader way, especially if these refresher courses become mandatory after the period of transition that is being extended by the Ministry. In fact, it has been found that all the Autonomous Communities are offering them.

As mentioned above, the Ministry of Education -through the INTEF- is working to include a new course on "Pedagogical Leadership for the Educational Success of all Students", which will appear in the next call aimed at management and inspection teams.

A summary of the refresher training courses offered by the different regional education authorities is presented in the following table.

Refresher training courses for in-service school principals			
Training organization	Title of the training course	No. of credits	No. of teachers trained
UNED (Public National University for Distance Education) through an agreement with the Ministry of Education	Refresher course in managerial skills		39 in 2016-17
Educational Department of the Regional Government of ANDALUSIA .	Refresher course on managerial competences	60 hours Oct - Dec 2018	500 places in 2018
Educational Department of the Regional Government of ARAGÓN . Center for Innovation and Educational Training / Centro de innovación y formación educativa (CIFE) "María de Ávila"	Refresher course		45 trainees out of 80 places offered
Educational Department of the Regional Government of ASTURIAS . Center of Teachers and Resources (Service of Educational Orientation and Teacher Training. General directorate of Academic Organization and Educational Innovation). e Innovación Educativa).	Refresher course on managerial competences (for current school principals)	6	75
BALEARES	No data available		
Educational Department of the Regional Government of CASTILLA LA MANCHA Regional Center for Teacher Training	Course for recently appointed school principals Elementary and Primary Education Secondary Education (ESO)	120 hours/12 credits	75 places 75 places (ESO)
Educational Department of the Regional Government of CASTILE - LEON Higher Center for Teacher Training. Directorate General for Educational Innovation and Equity (is the competent and responsible for the permanent training of teachers, and therefore the one	Refresher course on managerial skills in the development of the management function	7 modules (70 hours). Face-to-face + on-line training + collaborative spaces + mentoring by expert school principals	300 are to be offered

that establishes, coordinates and programs this training action).			
CANARY ISLANDS	No data available		
Educational Department of the Regional Government of CANTABRIA in collaboration with UNED University	I Edition of the Refresher Course of management competences.	60 hours 10 h face-to-face & 50 hours on-line	150
Educational Department of the Regional Government of CATALONIA Sub-directorate General of the management function of Schools	Refresher course on managerial competences for exercising management functions.	120	
Department of Education, Research, Culture and Sport of the Regional Government of COMUNIDAD VALENCIANA CEFIRE	Refresher training course on managerial competences	70 hours	150
Department of Education of the Regional Government of EXTREMADURA Teacher and Resource Center of Mérida.	Refresher course on managerial competences.	60 hours	Until full capacity is reached
Department of Education of the Regional Government of GALICIA This training is included in the Annual Plan for teacher training (2018-2019).	Life-long training for management teams	Mixed courses (face-to-face and on-line) aimed at: principals (50 h); deputy-principals (25h); heads of studies (25h); school secretariat (25h)	
LA RIOJA	No data available		
Department of Education of the Regional Government of MADRID . Department of School Organization of the CRIF Las Acacias (Teacher Training Center)	Refresher course	60 hours / 6 credits	60 places offered and 46 trainees
Department of Education of the Regional Government of MURCIA .	Refresher course	60 hours/ 6 credits	

Center for Teachers and Resources of Murcia Region.			
Department of Education of the Regional Government of NAVARRÉ . Pamplona Teacher Support Center, which is part of the Department of Education's Teacher Training Section.	Refresher course on managerial competences	60 hours / 6 credits	26 in 2017/18 and 17 in 2018/19
BASQUE COUNTRY	No data available		
CEUTA and MELILLA	No data available		

Table 5.21. Refresher training courses offered by public Administrations for in-service school principals

5.4 School management and leadership training programs implemented by universities

A total of 16 Spanish universities, both public and private, offer master's programs related to school management. According to Royal Decree 894/2014, accreditation for the management function can be achieved if an official master's degree has been completed. In Spain, for universities to be able to offer an official master's degree, the program must have been evaluated and recognised by the National Agency for Quality Evaluation and Accreditation (ANECA) and validated at state level.

Although these master's degrees are considered valid, the school Management Project required by the RD is excluded. Some universities, such as UNIR, have also achieved validation of this module.

Out of the universities mentioned below, two of them offer their programs as own degrees (UNED and UIC) although they have reached an agreement with the administration so that these degrees act as accreditation of the management function. Only the *Centro Universitario Villanueva* has its own degree which is not recognised either by ANECA or by the Administration.

It is important to highlight the difference between the completion of a master's degree by universities and the courses offered by the Ministry of Education and the Autonomous Communities. The access profile for the case of Universities requires only a University degree. In the case of public Administrations (either the Ministry or the Autonomous Communities), the training is aimed at professionals working in public education and oriented towards accessing the school management function in the public system.

In addition, it should be borne in mind that the economic cost of an official master's degree varies between 1,500 and 3,000 euros, as opposed to the free cost of those courses offered by public institutions.

Among other things, this results in a very low volume of students who enrol in the university degrees. Some are actually failing to obtain enough students and compromising future courses.

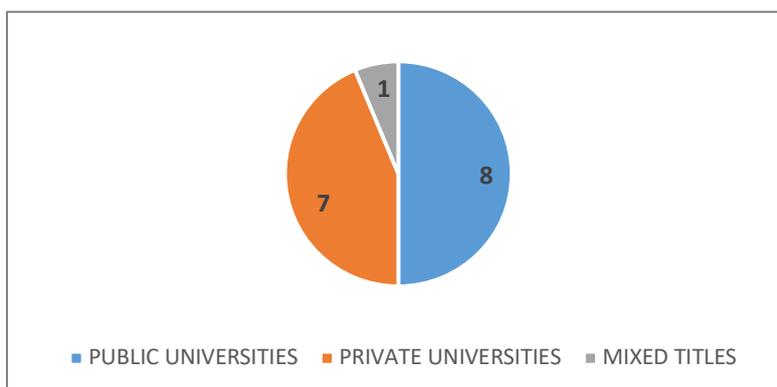
In view of this situation, it is concluded that the area of interest for the program's development, in relation to the profile of professionals who demand it, is mainly focused in the public training courses given by the Ministry and the Autonomous Communities.

Master's degrees offered by Universities				
UNIVERSITY	TITLE	RECOGNITION	CREDITS	No. of trainees
UDIMA (Universidad a Distancia de Madrid)	Máster Universitario en Dirección y Gestión de Centros Educativos	OFFICIAL		100-150 per year
UNED	Formación para el Desarrollo de la Función Directiva en Centros Docentes	Own title recognized by the Ministry through an agreement	5 ECTS (125 hours)	
UNIVERSIDAD INTERNACIONAL DE LA RIOJA (UNIR)	Máster Universitario en Liderazgo y Dirección de Centros Educativos	OFFICIAL	60 ECTS	
UCJC (UNIVERSIDAD CAMILO JOSÉ CELA)	Máster en Dirección, Innovación y Liderazgo de Centros Educativos	OFFICIAL		
DEUSTOY AUTÓNOMA DE BARCELONA	Dirección y Gestión de Centros Educativos	OFFICIAL	60 ECTS	
UNIVERSITAT DE BARCELONA	Máster en Dirección de Instituciones Educativas	Own title recognized by the Public Administration through an agreement	60 ECTS	
UNIVERSIDAD RAMÓN LLUL	Máster Universitario en Liderazgo de la Innovación Pedagógica y Dirección de Centros Educativos	OFFICIAL	60 ECTS	
UNIVERSIDAD CARDENAL HERRERÍA (CEU)	Máster Universitario en Gestión y Dirección de Centros Educativos	OFFICIAL	60 ECTS	
UNIVERSIDAD CATÓLICA DE VALENCIA	Máster Universitario en Dirección y Gestión de Centros Educativos	OFFICIAL	60 ECTS	35 places

UNIVERSIDAD EUROPEA DE VALENCIA	MÁSTER UNIVERSITARIO EN ORGANIZACIÓN Y DIRECCIÓN DE CENTROS DOCENTES	OFFICIAL	60 ECTS	
UNIVERSIDAD FRANCISCO VITORIA	MÁSTER UNIVERSITARIO EN DIRECCIÓN Y GESTIÓN PARA LA CALIDAD DE CENTROS EDUCATIVOS	OFFICIAL	60 ECTS	
UNIVERSIDAD DE SEVILLA	Máster Universitario en Dirección, Evaluación y Calidad de las Instituciones de Formación	OFFICIAL	60 ECTS	
UNIVERSIDAD A CORUÑA	Máster universitario en dirección, gestión e innovación de instituciones escolares y socioeducativas	OFFICIAL	60 ECTS	
UIC(UNIVERSIDAD INTERNACIONAL DE CATALUÑA)	Postgrado en Liderazgo y Dirección de Organizaciones Educativas	Own title recognized by the Public Administration through an agreement	30 ECTS	
UNIVERSIDAD DE CÓRDOBA	Máster en Supervisión, Evaluación y Dirección de Centros y Programas Educativos	OFFICIAL	60 ECTS	
VILLANUEVA (CENTRO ADSCRITO A LA UNIVERSIDAD COMPLUTENSE)	Máster en Dirección de Centros Educativos (DICE)	Own title	60 ECTS	

Table 5.22. Master's degrees on School Leadership and Management offered by Universities in Spain

There are 16 Universities in Spain offering courses on School Management, out of which 8 are offered by private universities, 7 by public universities and 1 course is mixed title from one public and one private university.



Graph 5.1 – School Management and Leadership training master's degrees offered by Universities

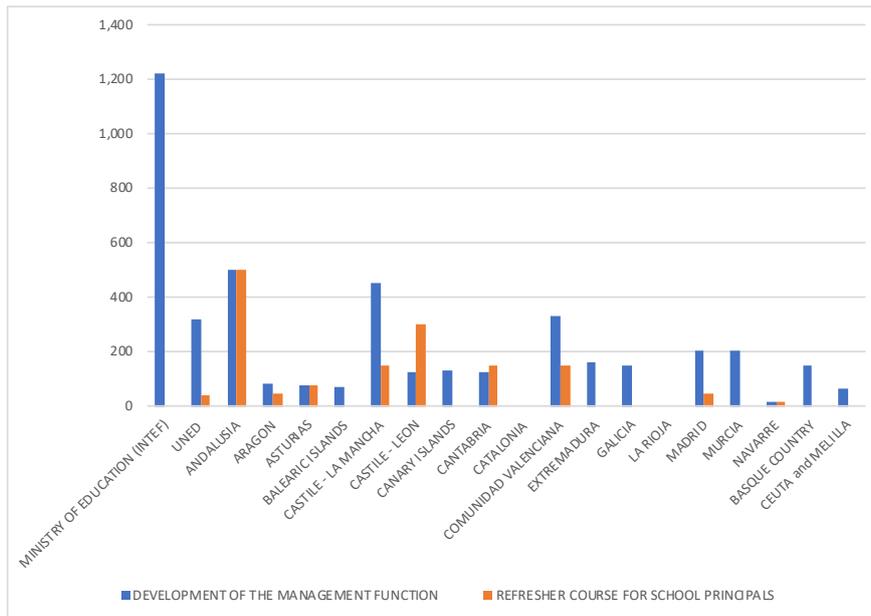
5.5 Estimated numbers of school principals trained by public Administrations

Based on the research of this mapping, we have been able to estimate the number of teachers trained by public Education Authorities in Spain during the current school year (2018-2019), considering both mandatory training for accessing a school principal position, and refresher courses offered for in-service school principals.

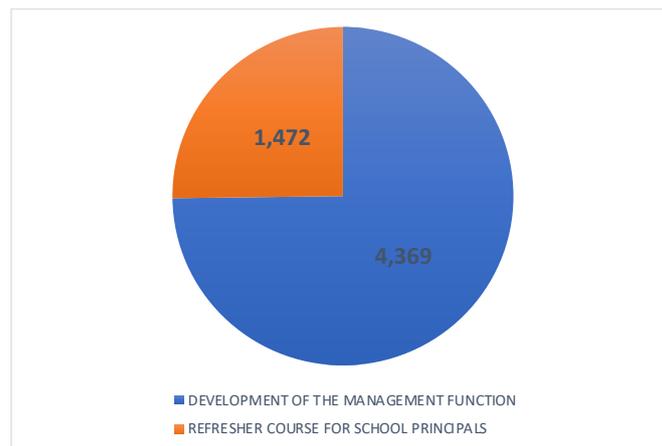
Public Administrations usually publish the number of training places offered for each course, as has been shown in tables above. In some cases, they have informed us on the final number of trainees finishing the course. Where we had this figure, we have used it instead of the number of places offered, as it provides a more accurate approach. However, as the difference between the number of places offered and actually trained teachers is not high, we have included the figure of places offered when that was the only one available.

Public Education Administration	Nr of teachers trained in 2018-2019	
	DEVELOPMENT OF THE MANAGEMENT FUNCTION	REFRESHER COURSE FOR SCHOOL PRINCIPALS
MINISTRY OF EDUCATION (INTEF)	1,222	
UNED	316	39
ANDALUSIA	500	500
ARAGON	80	45
ASTURIAS	75	75
BALEARIC ISLANDS	70	
CASTILE - LA MANCHA	450	150
CASTILE - LEON	125	300
CANARY ISLANDS	131	
CANTABRIA	125	150
CATALONIA		
COMUNIDAD VALENCIANA	330	150
EXTREMADURA	160	
GALICIA	150	
LA RIOJA		
MADRID	200	46
MURCIA	205	
NAVARRRE	17	17
BASQUE COUNTRY	150	
CEUTA and MELILLA	63	
TOTAL	4,369	1,472
TOTAL TRAINED	5,841	

Table 5.22. Estimated number of teachers trained by public Administrations in Spain



Graph 5.2 – Number of teachers trained by each Administration (2018-2019)



Graph 5.3 – Total number of teachers trained by public Administrations (2018-19)

5.5.1 THE CONSIDERATION OF LEADERSHIP IN THE TRAINING CURRICULUM

When it came to analyzing the content of curricula, fieldwork has found a limit in accessing information protected by intellectual property of the bodies that implement these courses, which have not agreed to provide access to such contents. This information would have been useful in obtaining a more complete vision and in-depth analysis of the content of the blocks referring to leadership training.

However, the INTEF training programme was obtained, and it was possible to analyze its contents and use it as a reference framework for the rest of the Autonomous Communities that follow their training plan.

Among the difficulties in the analysis, we must also include the lack of depth of the theoretical framework defining what the WCD leadership is, as its development is not expected until the first phase of the Program Plan, which is to begin in January 2019.

One of the first striking findings regarding the mandatory content stipulated in RD 894/2014, is the support of current legislation to the criteria chosen by the Program Plan, which emphasizes training school principals in leadership as fundamental blocks of the transformation and improvement of education in Spain.

Of the five modules that the RD establishes as mandatory, one of them is entitled: **Key factors for effective management** and its content refers specifically to leadership as one of the key elements for the exercise of school management.

Below, we will present some of the main factors we would like to emphasize from the training program for the management function provided by the Council of Education of Cantabria.

We will use as a reference Module IV: *Key factors for effective management*, which is made up of nine sub-sections:

- 1) Educational leadership for management. Leadership as influence.
- 2) Essential leadership skills. What do effective leaders do?
- 3) Leadership models
- 4) European trends in educational leadership. Training platforms and good practices
- 5) Tools for exercising leadership towards improving learning
- 6) Social skills in school management
- 7) The decision-making process
- 8) Interpersonal communication and group functioning. Emotional skills
- 9) Conflict resolution

Key factors for effective management

1. Educational leadership for the management function. Leadership as influence.

Management leadership is proposed as a role and a competence, which must have sufficient authority and credibility to place the principal as an institutional leader capable of influencing the school.

They recover the three most recognized concepts or trends regarding leadership:

- Theory of features: the analysis of the features that defines the leader.
- Behavioural theories: the behaviour of the leaders as competences and ability to acquire.
- Situational leadership: there is no optimal style of management that can be generalized to any context, but it is necessary to propose leadership from the particular reality of each situation.

Three other models of leadership are proposed beyond the previous tendencies:

- Transformational leadership: this is the one that best fits within the educational environment since it seeks the maximum development of each person who makes up the team.
- Distributed leadership: not only distributing tasks but also responsibility and functions.
- Institutional leadership: proposing the combination of the two previous models, more actively including the students and the field of social justice.

Comments:

The text lacks coherence between the content and the sections it states in the block. Therefore, it makes it difficult to read and understand.

2. Essential leadership skills. What do effective leaders do?

The principal is proposed as an agent of change that needs to provide capacity for analysis, know how to manage information, as well as generate connections and alliances among the members. In this way, principals will be recognized as figures of authority and therefore will be able to make use of their power to achieve change.

Along these lines, they propose the competences outlined by Pont and Teixidor (2002):

- To understand the complexity of human beings both in their perception, cognitive and emotional reactions...
- To have ethical values for promoting change
- Competences:
 - o Knowing ideologies, traditions, cultures
 - o Leading and influencing teams and motivating, generating a climate of trust.
 - o Planning and developing strategies
 - o Monitoring and integrating change
 - o Possible problem: asking for a superman.

It highlights three significant aspects:

- Give priority to the global vision: avoid dividing schools by sections, focusing the projects on total quality and not on the parts.
- Leading and not just managing: understand the director as a leader who chooses from within his or her team the persons suitable who can take charge of management.
- Acting, analysing and learning from practice: achieve a real level of involvement by all members.

Comments:

The problem found in these contents is related to the demand and level of perfection proposed from the model of competences -Pont and Teixidor (2002)- with which directors find it difficult to identify. On the other hand, it is necessary to take into account the extra difficulty of management in Spain in relation to the delegation of management by the principal to other actors, as a large part of the bureaucratic work corresponds to them by regulation.

3. Leadership models.

This block proposes two models of leadership management and then sets out the OECD's findings on shared leadership.

- The administrative management model: focused on planning, coordination and control in order to achieve objectives by improving the teaching capacity of teaching staff.
- The management model that leadership role exercises: the management has its own Project with a shared management that uses students' results as a quality reference.
- OECD: Shared Leadership
 - o Determine which are the relevant and significant responsibilities of management.
 - o Promote distributed leadership with a shared leadership style.
 - o Specific training for management.
 - o Proposal to governments to make the management function attractive by proposing professionalized management.

Comments:

Although scientific literature on leadership is used, it does not respond to the title of its block, since it does not present the different models of leadership existing in the theoretical frameworks. Therefore, it limits the possibility of identifying or situating the actions carried out by the director in a specific model.

Associated with the point above, it does not mention transcendental leadership or leadership for social justice, which may be key to WCD leadership.

In addition, it presents, as the only model, the concept of school leadership proposed by the OECD in the report "The improvement of school leadership". Although some findings of the OECD report would be aligned with the WCD LEADERSHIP programme, others find it difficult to implement within the framework of the Spanish public education system, such as the choice of teachers or the delegation of management to other actors.

4. European trends in educational leadership. Training platforms and good practices.

The theoretical basis of the effects of leadership on student outcomes is presented, providing the three possible models: a) direct effects, where student performance is a variable directly dependent on leadership, even when other background variables are included (socio-cultural context, organizational context, etc.); b) mediated effects: leadership is an intervening variable among others (school culture, organization, professional development, teaching practices, etc.) in the levels of student achievement; c) reciprocal effects: causality is twofold, leadership not only affects other mediating variables in student performance, but also affects the exercise of leadership itself.

In Spain, the most precise report to date was presented by Murillo and Barrio (1999), in which 36.44% of a principal's time is spent on planning and administrative tasks.

Studies and training platforms in good practices for executing the management function are presented, using the TALIS, PISA or OECD reports. In addition, they highlight the importance of initial training and induction programmes in addition to lifelong learning.

Comments:

The lack of information regarding the situation of principals in Spanish schools does not allow for an in-depth analysis of the difficulties and challenges they face in carrying out their complex task. As in the previous block, the situation of the education system makes it difficult to adapt the indicators proposed by the theoretical framework to the Spanish education system.

5. Tools for exercising leadership towards the improvement of learning.

This block briefly lists the tools for effective management that will be developed in the next section:

- Effective communication.
- Recognition, a lever for motivation and change.
- Effectiveness and efficiency of management teams.

Comments:

There is a need to explore some aspects that are not fully developed in other sections, such as team management.

6. Social skills in school management.

Although the debate about whether a leader is born or made is admitted, the focus is that one can learn to be a leader. This implies an intentionality of change that is achieved through learning.

It presents the concept of intentional change, which, in the first place, involves being able to recognize what it is that needs to be changed and have sufficient motivation and energy to do so. Secondly, once you have discovered to what you wish to aspire (ideal self and personal vision) you have to be aware of the real baseline situation (real self) as a director. This involves identifying what your situation is, where you are from, your weaknesses and strengths as well as the opportunities and desired changes. The final step involves developing a plan that takes the real me to the ideal me.

The four stages of career development are summarized below:

- Depend on others: understood as a transition stage that a leader must go through, where he or she needs others but must be overcome to assume his or her responsibility.
- Independent contribution: this involves the acceptance of responsibility and the acquisition of skills necessary to exercise it.
- Contribute through others: generating internal and external networks and understanding that responsibility goes beyond one's own performance.
- Become leaders: studies show that only 5% of workers reach this stage.

Comments:

The content of this section is really interesting, although in this block in particular, the need to complement the theoretical content with a practical part is evident. That would allow the transfer of learnings to the experience of managing an educational center.

7. The decision-making process

The need is proposed to follow a methodology that implies planning, execution and monitoring of the actions carried out in the decision-making process.

Comments:

This block does not have enough content to formulate an overall picture of the decision-making process nor does it put it in the real context experienced by the decision-maker involved.

8. Interpersonal communication and group functioning. Emotional skills

This proposes interpersonal communication as a way of relating positively with other people through empathetic listening and through clear, assertive expression of what you think and/or feel, through verbal and nonverbal means. To do so, it poses the five basic questions necessary for effective communication: What, who, when, how and where.

In addition, the barriers that arise most frequently in communication are listed:

- Personal or psychological: Due to the values, habits, culture, of the people who participate in the communication process. For example, stereotypes.
- Physical: These are the interferences that occur in the communication environment and which can be easily avoided.
- Semantics: These arise in communication due to an incorrect interpretation of coded signs, for example speaking in a language that we do not use fluently or using very technical terminology that we do not know.

In relation to emotional intelligence, the four major dimensions considered most relevant to training leaders are presented.

- Intrapersonal perception: Capacity of individuals to understand their deep emotions and to be able to express these emotions naturally.
- Interpersonal perception: Ability to evaluate and recognize emotions in others (emotional valuation of others). This relates to the ability of people to perceive and understand the emotions of people around them.
- Emotional assimilation: People's ability to regulate their emotions, which will allow faster recovery from psychological disorders.
- Emotional regulation: People's ability to make use of their emotions, directing them towards constructive activities and personal performance.

These four dimensions work in an interrelated way, which reinforces this construct as multidimensional, which refers to an individual's ability to understand their emotions and those of others, regulate their emotions and facilitate productive behavior.

Comments:

In line with the previous comment, the theoretical content of this proposal is very relevant and proposes a key approach for exercising management. However, it lacks the accompaniment of dynamics or practices that allow self-knowledge and implementation of the content.

9. Conflict resolution.

In this section the conflict is proposed as an opportunity, which must include have the following features:

- Positive attitude of wanting to teach and learn from one's own conflicts.
- Finding the right moment and taking the necessary time to resolve it.
- Involve students in resolving their own conflicts.
- Communication as an important element in the resolution.
- Proposal of communication from aggressive, passive or assertive attitudes.

Comments:

It is a very interesting section, as the content offered is capable of translating conflict resolution to the reality of a center. To this end, successful strategies developed by educational centers are proposed.

In summary, the proposal made by INTEF has a solid theoretical construction regarding school leadership, although it needs to further explore certain aspects that it only refers to superficially and generate a common thread that proposes a specific leadership model.

In addition, although it responds to theoretical concepts recognized worldwide, these are difficult to apply in the Spanish educational system, so it would be necessary to further adapt the proposals to the reality of exercising leadership in school management in Spain.

No significant references have been found to the WCD Leadership model that is intended to be created in the first phase of the Program Plan, which is to begin in January 2019.

6. SUMMARY AND CONCLUSIONS

In the academic year 2017-2018, there are 28,313 non-university general regime schools in Spain: 19,031 out of these are public and 9,282 are private. Among the public schools, the most numerous are Primary Education schools (9,821). Those that only provide infant education come in second place with 4,469 schools. Finally, there are 4,044 schools providing Compulsory Secondary Education and/or Baccalaureate and/or Vocational Training.

This data gives an idea of the number of existing school principals and management teams of public schools in Spain and therefore the potential beneficiaries of the Programme Plan: around 19,000. Although this training is not mandatory for current in-service school principals, who are appointed for four years (art 136, 2 LOMCE), all new principals or those who wish to be candidates again, must take the course that gives them the accreditation or refresh their skills.

In both types of courses, one of the core mandatory modules is basically dedicated to leadership and therefore open to being informed with contributions from the research work to be carried out on WCD Leadership.

From the interviews held in the Ministry of Education and with other people responsible for training principals, it has been concluded that there is a need to further explore aspects related to pedagogical and collaborative leadership, with a view to involving and motivating teachers and the educational community regarding quality educational projects.

The regulation of school principal training as established by Decree / 2014 is basic legislation, which means it is a state competence and a mandatory reference by the Autonomous Communities that may expand but not ignore the modules that are considered core, among which one is dedicated to leadership.

Although the Ministry is going to extend the period of mandatory application of the regulation, the reality that can be deduced from this mapping is that all the Autonomous Communities have begun to provide training courses for performing the management function and also some others for accreditation. Some of them share their courses with those organised by the Ministry through the INTEF (La Rioja, Region of Murcia, Cantabria, Asturias and Comunidad Valenciana).

All the Autonomous Regions comply with the basic regulations established in the Decree, except for the Basque Country and Catalonia, which have organised the training courses according to other parameters as indicated in the corresponding sections dedicated to each Autonomous Community. Some Regions introduce extensions to some of the modules, but in general all of them present a fairly homogeneous content.

Currently, based on the open calls for the 2018/2019 academic year, 4,369 teachers are trained in the courses to access the position of school principal and 1,472 in-service principals attend the refresher courses, which makes an estimated 5,841 teachers trained per year.

Special mention should be made of the courses offered by the universities: 16 universities have been identified offering official master's degrees for the management function. Some of them, such as some Catalan universities or the UNED, have recognition by the Autonomous Community or the Ministry of Education for their validity as accreditation, even though they are not official. These courses are aimed at a very wide range of people, both in the public and private spheres and not only for general education schools. Therefore, their quantification for the purposes of this mapping is more dispersed as they are not directly focused on school principals, nor justified exclusively on the basis of accessing a management position in public schools.

For all these reasons, there is an opportunity for the development and contribution of a leadership model from the point of view of educational projects based on WCD, given

that most of the Autonomous Communities have begun to teach these courses, as well as the Ministry through INTEF.

It has been detected that until now there has been a lack of training in leadership as opposed to the traditional content in regulations, organization, management and administration. The Ministry has shown great interest in knowing the results of this mapping (both the Secretary of State and the Directorate General of Evaluation and Territorial Cooperation) and the possibility of collaborating in the future to promote and empower training in leadership.

ANNEX

Programas formativos de los cursos de formación sobre el desarrollo de la función directiva

Los programas formativos de los cursos de formación sobre el desarrollo de la función directiva contendrán como mínimo los siguientes módulos troncales:

1. Módulo I. Marco normativo aplicable a los centros docentes.

- a) Ordenamiento jurídico español. Normativa estatal y autonómica.
- b) Procedimiento administrativo común. Normativa autonómica sobre procedimiento administrativo.
- c) Leyes y reglamentos educativos.
- d) Régimen jurídico aplicable al centro docente y sus órganos colegiados.
- e) Normativa aplicable al personal funcionario y laboral.
- f) Normativa presupuestaria, financiera, de contratación pública y de responsabilidad civil.
- g) Normativa relativa al menor.
- h) Normativa de protección de datos y su aplicación a los centros docentes.

2. Módulo II. Organización y gestión de centros docentes.

- a) El centro docente como organización: función directiva y documentación institucional.
- b) Gestión del centro por proyectos.
- c) Imagen institucional, colaboración y promoción externa del centro.
- d) Funciones y responsabilidades de la dirección y del equipo directivo.
- e) Estructuras de planificación y coordinación.
- f) Gestión del centro como organización educativa: modelos curriculares, formación docente, innovación educativa, trabajo en redes.
- g) Evaluación de la práctica docente.
- h) Convivencia escolar. Prevención de conflictos y programas de mejora de la convivencia. Estrategias y buenas prácticas.
- i) La participación de la comunidad educativa.

3. Módulo III. Gestión de los recursos del centro docente.

- a) Gestión administrativa y económica.
- b) Gestión de recursos humanos.
- c) Gestión de tiempo y espacios.
- d) Servicios complementarios.
- e) Herramientas para una gestión de calidad. Especialización curricular de los centros y acciones de calidad.
- f) El papel de las Tecnologías de la Información y la Comunicación en el centro. Herramientas informáticas. Desarrollo de nuevos modelos de enseñanza y aprendizaje.
- g) Servicios de apoyo a los centros y programas institucionales. Programas educativos europeos.
- h) Prevención de riesgos laborales y manual de autoprotección.

4. Módulo IV. Factores clave para una dirección eficaz.

- a) Liderazgo educativo para la dirección. El liderazgo como influencia.
- b) Competencias esenciales de liderazgo. ¿Qué hacen los líderes eficaces?
- c) Modelos de liderazgo.
- d) Tendencias europeas en liderazgo educativo. Plataformas de formación y buenas prácticas.
- e) Herramientas para el ejercicio del liderazgo hacia la mejora del aprendizaje.

- f) Habilidades sociales en la gestión del centro docente.
- g) El proceso de toma de decisiones.
- h) Comunicación interpersonal y funcionamiento de grupos. Habilidades emocionales.
- i) Resolución de conflictos.

5. Módulo V. Rendición de cuentas y calidad educativa.

- a) Gestión de calidad y autoevaluación de los centros docentes.
- b) Autonomía, transparencia y rendición de cuentas.
- c) Planes de mejora. Planificación estratégica de los procesos.
- d) Evaluación del sistema educativo. Evaluación de los aprendizajes: Desarrollo y aplicación de pruebas.
- e) Herramientas para la evaluación del centro docente.

6. Módulo VI. Proyecto de dirección.

- a) Análisis diagnóstico del centro docente.
- b) Áreas de mejora.
- c) Objetivos del proyecto.
- d) Planes de actuación y su temporalización.
- e) Recursos y organización del centro para el logro de los objetivos.
- f) Seguimiento y evaluación del proyecto: indicadores de logro.

Programas formativos de los cursos de actualización de competencias directivas

Los programas formativos de los cursos de actualización de competencias directivas sobre el desarrollo de la función directiva contendrán como mínimo los siguientes módulos troncales:

1. Módulo I. Actualización sobre el marco normativo aplicable a los centros docentes.

2. Módulo II. Gestión de los planteamientos institucionales.

- a) Herramientas para la evaluación, reflexión y mejora de los documentos institucionales y de los de planificación.
- b) Estrategias para la mejora de la imagen institucional, colaboración y promoción externa del centro.
- c) Buenas prácticas en la prevención de conflictos y la mejora de la convivencia.
- d) Implementación de planes de mejora de los resultados académicos.

3. Módulo III. Gestión eficiente y eficaz de los recursos del centro docente.

- a) Herramientas para una gestión de calidad.
- b) Aprovechamiento de las Tecnologías de la Información y la Comunicación en el centro. Herramientas informáticas. Trabajo en redes. Desarrollo de nuevos modelos de enseñanza y aprendizaje.
- c) Colaboración con los servicios de apoyo a los centros y programas institucionales. Programas educativos europeos para la mejora de los aprendizajes.

4. Módulo IV. Factores clave para una dirección eficaz.

- a) Estrategias para desarrollar un liderazgo compartido.

- b) Tendencias europeas en liderazgo educativo. Plataformas de formación y colaboración. Buenas prácticas.
- c) Herramientas para el ejercicio del liderazgo hacia la mejora del aprendizaje y desarrollo de habilidades para la innovación, la motivación, el espíritu emprendedor, el «coaching» y la orientación.

d) Estrategias para la mejora de la comunicación interpersonal y funcionamiento de grupos. Habilidades emocionales. Toma de decisiones. Técnicas de negociación. Gestión del tiempo.

5. Módulo V. Rendición de cuentas y calidad educativa.

- a) Modelos de gestión de calidad y autoevaluación de los centros docentes.
- b) Ejercicio de la autonomía, la transparencia y la rendición de cuentas.
- c) Gestión del cambio en los centros. Planes de mejora. Planificación estratégica de los procesos.

6. Módulo VI. Proyecto de dirección.

- a) Análisis diagnóstico del centro docente.
- b) Áreas de mejora.
- c) Objetivos del proyecto.
- d) Planes de actuación y su temporalización.
- e) Recursos y organización del centro para el logro de los objetivos.
- f) Seguimiento y evaluación del proyecto: indicadores de logro.