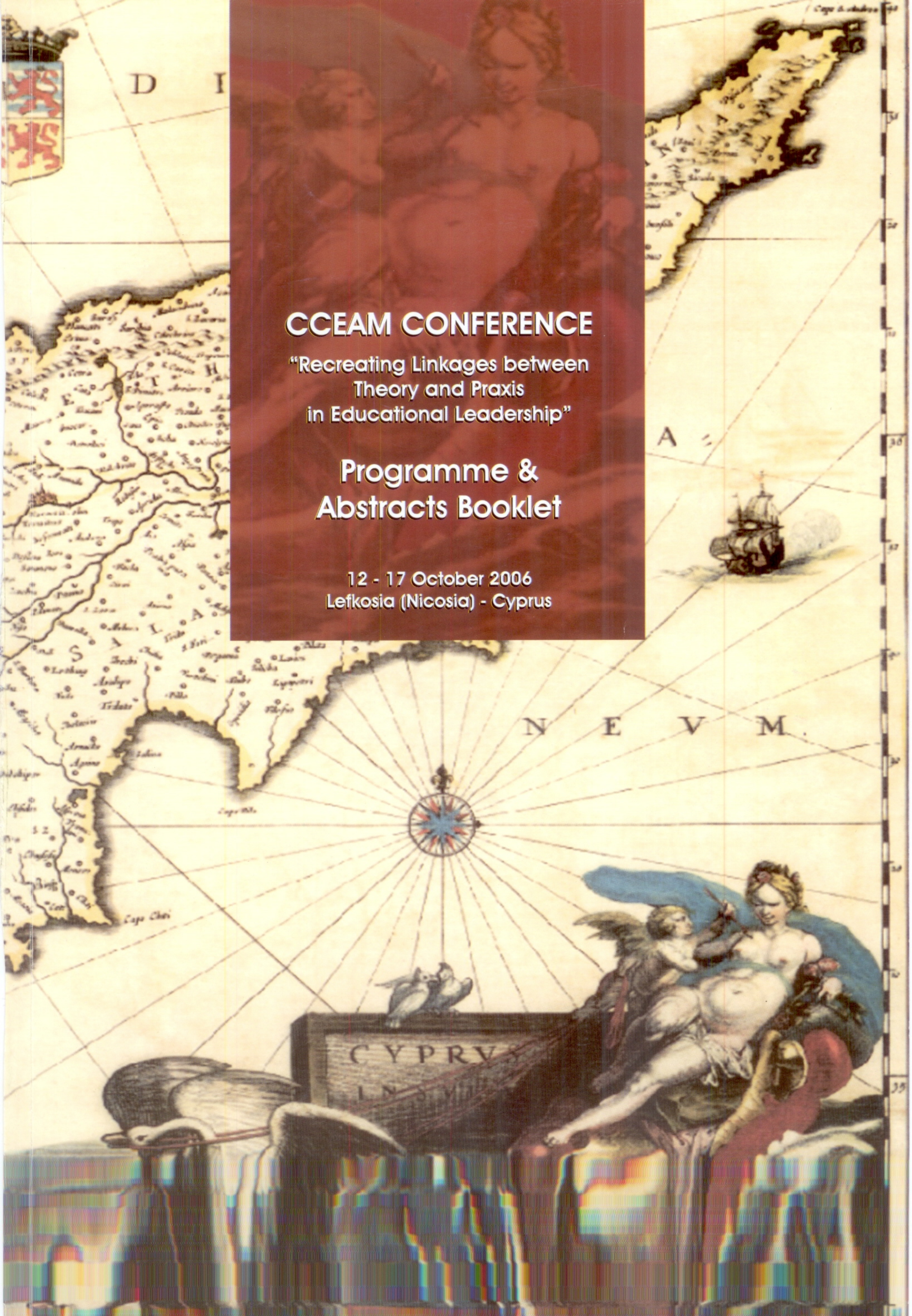


The background of the entire page is a historical map of Cyprus, showing its coastline, major cities, and a compass rose. A large red rectangular area is superimposed over the upper half of the map, containing the conference title and dates. The map includes various geographical labels in Latin and Greek, and a small sailing ship is depicted in the sea to the right of the red area.

CCEAM CONFERENCE

"Recreating Linkages between
Theory and Praxis
in Educational Leadership"

Programme & Abstracts Booklet

12 - 17 October 2006
Lefkosia (Nicosia) - Cyprus

Saturday October 14, 2006

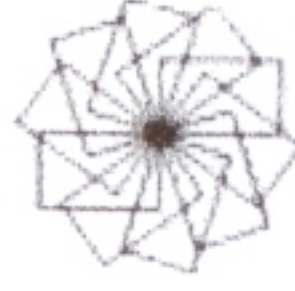
PAPER SESSION 5			
	Room "AKAMAS A"	Room "AKAMAS B"	Room "AHERA"
16.30-17.45	A7. School Leadership: The Role of Leaders <i>Session Chair: MIELKE Burkhard</i> Headteachers and Leadership in Greek Schools: Institutional Framework, Roles and Self-Concepts <i>By KOUTOYZIS Manolis, VEREVI Alkisti, KYRANAKIS Stavros, MAVRAKI Matina and BITHARA Panayiota</i> Local School Leaders in Greece: Their Role and their Main Sources of Job Stress <i>By LAINAS Athanassios</i> School Leadership - Further Education for a Profession <i>By RÖSSLER Margret and MIELKE Burkhard</i>	C3. Networking and Collaboration in Educational Settings <i>Session Chair: JAMES R. Chris</i> Professional Learning Communities: Learning with and from Colleagues <i>By HUBER Stephan</i> Collaborative Practitioners: A New Perspective on Organising in Schools <i>By JAMES R. Chris</i> "Being and Having a Critical Friend": The Concept at Work <i>By LEITCH B. Rema and WILLIAMS Colin</i> Theories of Networking: Applications to Practice <i>By MUIJS Daniel, WEST Mel and AINSLOW Mel</i>	D3. Teacher Education and Training <i>Session Chair: TALESSA Hemlata</i> Teacher Professional Development in Focus: Reorganizing the Existing in-Service Training Scheme in Cyprus <i>By KARAGIORGI Yiasemina and SYMEOU Loizos</i> Integrating Theory and Praxis in Teacher Education <i>By TALESSA Hemlata</i> Ethics Education in Educational Administration Preparation Programs: International Perspectives <i>By WALKER D. Keith and GREEN E. James</i>



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School Leadership - Further Education for a Profession*RÖSSLER Margret and MIELKE Burkhard*

The programme introduces two topics for further education for school leaders:

1. A programme for school leaders who are new in office (School leadership seminar in Germany NRW)
 2. A programme for further training for school leaders who are “new” and “old” school leaders, an information exchange and further education programme for school leaders in Europe (ESLN European School Leaders Network).
- Whereas the seminar for the newcomers, especially aimed at embarking on a new career as a school leader, for those still inexperienced in the regulations of the state school laws, should be put on a sound basis, ESLN's concept is aimed at school leaders becoming more professionally incorporated through the European dimension. The course for new school leaders is related to school leaders' work areas and the competences and capabilities that the school leader needs in these fields. In a 1 ½ year course of about 25 seminar days, the most important topics will be dealt with and the corresponding competences conveyed. New school heads from all school forms, primary to vocational will take part in this course, an important broadening of the perspectives within their own school system.

The modules cover topic such as:

1. Chairing a conference
2. Leading a project and school development
3. Evaluation
4. Hosting discussions
5. Personnel development and personnel management Performance reports and official assessments,
6. School laws, but also finding your own role as a leader.

Accompanying the handling of this topic, small groups of course participants will be set up in order to support each other in a systematic process of helpful case study conferral. At this point personal problems and questions which are key issues in the school system will be dealt with. ESLN is an English spoken further education course where the main topics are focussed on striving for more professionalism of school members in the European context. Participation in any of the 3 courses is possible independent of each other. It is an on-line course in combination with a conference, where all course participants and the course leaders work together in an exemplary way. It also paves the way for new contacts and communication among participants. The participants will receive a certificate of participation at the end of the course.

The topics of the European Leadership Network (ESLN):

1. The Moral Dimension of Educational Leadership
2. Understanding Professional Learning and Leadership
3. The Leadership of Change

The two days conference will take place in a conveniently located European City. It will be led and accompanied by those who are responsible for these courses. The conference consists of short inspirational talks and small exemplary working phases where content and working methods are completely and clearly shown in relationship to each other.

The conclusion is:

- a basic understanding of the topic matter of the course.
- an understanding of common interests and differences between the challenges and goals of different school systems in Europe.
- contacts and relationship among participants.

All three points make the conference to an absolutely essential element of the otherwise on-line working course. The differences between the pragmatic further education programme related to the national education system and the European oriented professionalism programme are clear.

Both approaches however link some common interests, which seem to be important for the success in each context.

- You receive basic fields of knowledge about “school leadership”
- You bring together school leaders' knowledge and know-how with their personal learning process.
- You strive for continuous and systematic learning
- You aim at professional co-operation in and outside of the school and support networks between those who are responsible for school leadership
- You enable (encourage) personal exchange of viewpoints and friendships.
- You consider leadership philosophies as part of social discussion and responsibility, and leadership procedures as a part of the social (change) process.





M A R E M E

