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**Cross-cultural perspectives on pedagogical leadership in schools  
providing compulsory education**

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**Ph.D. study programme of Education**

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## **Declaration of Originality**

**I, PENG Danping (Student number 80052099) declare that this dissertation entitled “Cross-cultural perspectives on pedagogical leadership in schools providing compulsory education” submitted as partial requirement for Ph.D. study programme of Education is my original work and that all the sources in any form (e.g. ideas, figures, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of references.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

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## Abstract

Headteachers' overall responsibilities for the school, its staff, its pupils and quality of the school education have been rediscovered and broadened in recent years. The quality of education in school lies in the hands of headteacher but widened responsibilities leave them little time for focusing on pedagogical leadership tasks. Thus, a study of the development of pedagogical leadership in Czech schools providing compulsory education seems of current interest.

The main aims of this study are exploring the concepts of pedagogical leadership, its dimensions from different perspectives, and the factors influencing it in educational practice. The researcher adopted a qualitative paradigm, and collected data through semi-structured interview and written interview. Grounded theory approach was applied to analyze the qualitative data, and to develop theories that can further interpret the reality and offer new insights into the development of pedagogical leadership.

Based on the data collected, the researcher summarized the current situation of pedagogical leadership in selected Czech schools, and outlined the characteristics of pedagogical leadership from different perspectives. The dimensions of pedagogical leadership, the characteristics of the good actors in pedagogical leadership and the challenges faced by the development of pedagogical leadership were elaborated.

Having illustrated the current situation of pedagogical leadership in selected schools. Barriers and facilitators which were found in the two coding paradigms of PL have been summarized. The barriers included: (1) financial limitation of school, (2) conflicts between various roles, (3) low social recognition of teacher's profession, (4) massive administrative work, (4) teacher retention and recruitment. The facilitators comprised: (1) appreciation of the teaching profession, (2) supportive management team, (3) supports from family, (4) supportive pedagogical leader. In the final part, recommendations have been proposed, including: (1) to offer trainings for different stages of school leaders, (2) to improve the diversity of implementation of pedagogical leadership.

**Key words:** pedagogical leadership, headteacher, teacher, compulsory education, professional development

## Contents

<b>Acknowledgement</b> .....	<b>II</b>
<b>Abstract</b> .....	<b>III</b>
<b>1 INTRODUCTION</b> .....	<b>1</b>
1.1 The vital role of pedagogical leadership .....	2
1.2 Purpose and research questions .....	4
1.3 Definition of terms .....	5
1.4 Overview of the dissertation .....	13
<b>2 PEDAGOGICAL LEADERSHIP FROM DIFFERENT PERSPECTIVES</b> .....	<b>15</b>
2.1 Approaches to pedagogical leadership .....	15
2.1.1 Dimensions of pedagogical leadership .....	16
2.1.2 Pedagogical leadership and instructional leadership .....	18
2.1.3 Pedagogical leadership and distributed leadership .....	20
2.2 Pedagogical leadership in educational practice .....	23
2.2.1 Effectivity of pedagogical leadership .....	23
2.2.2 Pedagogical leadership in Czech schools .....	25
2.3 Concluding remarks .....	26
<b>3 ACTORS IN PEDAGOGICAL LEADERSHIP</b> .....	<b>27</b>
3.1 Headteacher and pedagogical leadership .....	27
3.1.1 Headteachers' professional development.....	27
3.1.2 Headteacher: as a pedagogical leader in pedagogical leadership .....	29
3.1.3 Condition of headteacher as a pedagogical leader in Czech schools.....	31
3.2 Teacher and pedagogical leadership .....	32
3.2.1 Teachers' professional development .....	32
3.2.2 Teacher: as an adult learner in pedagogical leadership.....	34
3.2.3 Condition of teacher as an adult learner in Czech schools .....	37
3.3 Concluding remarks .....	38

<b>4 METHODOLOGY OF THE EMPIRICAL RESEARCH .....</b>	<b>39</b>
4.1 Design of the Study.....	39
4.1.1 Qualitative paradigm.....	39
4.1.2 Outline of the design.....	41
4.1.3 Ethical matters .....	41
4.2 Position of the researcher.....	42
4.3 Procedure and data treatment.....	44
4.3.1 Data collection .....	44
4.3.2 Data management and analysis.....	47
4.4 Validity of the research .....	54
<b>5 RESEARCH RESULTS .....</b>	<b>55</b>
5.1 Pedagogical leadership from the teachers’ perspective.....	56
5.1.1 Coding paradigm for teachers.....	56
5.1.2 Teachers viewpoint: characteristics of a good teacher.....	70
5.1.3 Teachers viewpoint: characteristics of a good headteacher .....	71
5.2 Pedagogical leadership from headteachers’ perspective.....	73
5.2.1 Coding paradigm for headteachers .....	73
5.2.2 Headteachers viewpoint: characteristics of a good teacher .....	84
5.2.3 Headteachers viewpoint: characteristics of a good headteacher.....	85
5.3 Summary .....	86
<b>6 DISCUSSION .....</b>	<b>88</b>
6.1 Patterns of pedagogical leadership in selected Czech schools.....	88
6.1.1 Overview of the patterns of pedagogical leadership.....	88
6.1.2 Performances of dimension in patterns of pedagogical leadership.....	91
6.2 Challenges existing in current patterns .....	91
6.2.1 Limited implementation of pedagogical leadership.....	92
6.2.2 The weak linkage between teacher appraisal and pedagogical leadership .....	92
6.3 Triangulation and verification of the results .....	93
6.3.1 Ranking of the dimensions of pedagogical leadership .....	94

6.3.2 Performance of the participative aspect.....	95
6.3.3 Performance of the emotional aspect.....	95
6.4 Recommendations.....	97
<b>7 CONCLUSION .....</b>	<b>99</b>
<b>References .....</b>	<b>101</b>
<b>Appendix A .....</b>	<b>117</b>
<b>Appendix B .....</b>	<b>119</b>
<b>Appendix C .....</b>	<b>135</b>

## List of Tables

Table 1.1 definitions of leadership from Yukl.....	10
Table 2.1 dimensions of pedagogical leadership from Macneill et al.....	16
Table 2.2 dimensions of pedagogical leadership from Robinson .....	16
Table 2.3 dimensions of pedagogical leadership from Fonsén .....	17
Table 2.4 dimensions of pedagogical leadership from Ärlestig and Törnsen.....	17
Table 2.5 dimensions of pedagogical leadership from Gento et al.....	18
Table 2.6 comparing instructional and pedagogical leadership .....	20
Table 3.1 different national standards of headteacher .....	28
Table 4.1 basic information about participants .....	46
Table 4.2 open codes for Q1 .....	51
Table 5.1 contextual factors of coding paradigm for teachers .....	56
Table 5.2 causal conditions of coding paradigm for teachers.....	59
Table 5.3 interaction strategies of coding paradigm for teachers .....	61
Table 5.4 intervening conditions of coding paradigm for teachers: facilitators .....	64
Table 5.5 intervening conditions of coding paradigm for teachers: barriers .....	66
Table 5.6 consequence of coding paradigm for teachers .....	68
Table 5.7 category: characteristics of a good teacher .....	71
Table 5.8 category: characteristics of a good headteacher.....	72
Table 5.9 contextual factors of coding paradigm for headteachers .....	75
Table 5.10 causal conditions of coding paradigm for headteachers .....	75
Table 5.11 interaction strategies of coding paradigm for headteachers.....	77
Table 5.12 intervening conditions: facilitators of coding paradigm for headteachers.....	79
Table 5.13 intervening conditions: barriers of coding paradigm for headteachers.....	81
Table 5.14 consequences of coding paradigm for headteachers .....	82
Table 5.15 category: characteristics of a good teacher from headteacher’s perspective .....	84
Table 5.16 category: characteristics of a good headteacher from headteacher’s perspective.	85



Table 6.1 ranking of the eight dimensions of pedagogical leadership .....	94
Table 6.2 paired samples test: participative dimension .....	95
Table 6.3 paired samples test: emotional dimension .....	96
Table 5.3.1 category: classroom observation.....	119
Table 5.3.2 category: further training for teachers.....	120
Table 5.3.3 category: peer learning.....	121
Table 5.4.1 category: appreciation of the teaching profession.....	122
Table 5.4.2 category: supportive pedagogical leader.....	122
Table 5.4.3 category: supports from teacher’s family.....	123
Table 5.5.1 category: financial limitation of schools .....	124
Table 5.5.2 category: low social recognition of teacher’s profession .....	124
Table 5.5.3 category: conflicts between various roles .....	125
Table 5.6.1 category: improved teaching ability.....	125
Table 5.6.2 category: different attitudes towards school leadership .....	126
Table 5.6.3 category: teacher’s expectations of school leaders .....	126
Table 5.10.1 category: headteacher’s lack of focus on leading teaching and learning .....	127
Table 5.11.1 category: assessing and improving teacher’s teaching.....	128
Table 5.11.2 category: distribution of leadership.....	129
Table 5.11.3 category: self-development .....	129
Table 5.12.1 category: appreciation of the teaching and leading profession .....	130
Table 5.12.2 category: supportive management team.....	130
Table 5.12.3 category: supports from headteacher’s family .....	131
Table 5.13.1 category: financial limitation of schools .....	131
Table 5.13.2 category: excessive workload .....	132
Table 5.13.3 category: teacher retention and recruitment.....	132
Table 5.14.1 category: improved headteacher’s capacity .....	132
Table 5.14.2 category: improved teacher’s satisfaction.....	133
Table 5.14.3 category: better cooperation between all stakeholders .....	133

## List of Diagrams

Diagram 4.1 outline of the design.....	41
Diagram 4.2 the generation of theory .....	53
Diagram 5.1 pedagogical leadership from teachers' perspective.....	57
Diagram 5.2 pedagogical leadership from headteachers' perspective .....	74
Diagram 6.1 patterns of pedagogical leadership in selected czech schools.....	90

## List of Figures

Figure 1.1 National Culture Of Czech Republic (Hofstede, 2001).....	7
Figure 2.1 Framework Of Distributed Leadership (Boleden, 2011, P. 258).....	22
Figure 4.1 Axial Coding For Classroom Observation .....	52

# 1 INTRODUCTION

Headteachers' overall responsibilities for the school, its staff, its pupils and quality of the school education have been rediscovered and broadened in recent years. "Never in the history of our educational enterprise has the school leader been faced with such complex responsibilities and so many change forces, both internal and external" (Creighton, 2005, p. 77). The quality of education in school lies in the hands of headteacher but widened responsibilities leave them little time for focusing on pedagogical leadership tasks (Santiago et al., 2012b).

While pedagogical leadership (hereinafter referred to as PL) obviously involves knowing one's content and the ways in which that content can be implemented, it also involves how headteachers manage their relationship with teachers and students. It is this latter aspect that constitutes the author's primary area of interest, although the author considers all of these as intertwined. That is, PL is not restricted to subject matter but is continuously created through students' and teachers' meaning-making in educational processes and through headteachers' self-reflection.

This prologue includes a description of one of the incidents that caused the author to reflect upon the dimensions and characteristics of PL. Because one headteacher had changed my circumstance by giving me new roles and new responsibilities to support me when I was on teaching practice, I automatically began to act more in the manner of a teacher. In other words, the new roles and new responsibilities that I had been given, had unconsciously altered my responses towards the pupils. Although the time of practicing teaching was limited, I developed patience, knowledge and a feeling of responsibility for pupils in my daily work. Beyond this, the experiences of working in close cooperation with several colleagues had enabled me to observe that some of the school leaders had developed few specific approaches about PL to helping their subordinates or teachers. Having several discussions of PL with them, and knowing about the way they reasoned, I could understand that they established PL for various reasons. Some reasons were tied to practical considerations, and others related to wider concerns. My observation was that the approach adopted by headteachers towards their subordinates were deeply intertwined with their sense of PL, but they also link their approach to broader circumstances after deliberation. However, after various conversations with headteachers, deputy headteachers and teachers in both primary

schools and lower secondary schools, I discovered that it becomes more difficult for headteachers and their deputies to demonstrate qualities of PL as schools grew larger and more complicated. Apart from this, it seems that certain educational and administrative decisions had been made without proper consideration for the development of PL in schools providing compulsory education. All my teaching experiences and conversations with headteachers and their deputies led me to conclude that the content of PL and its characteristics are important but underemphasized in some schools.

Thus, a study of the development of PL in Czech schools providing compulsory education as framed from the literature across cultures seems of current interest. This study will articulate the general literature with research into the perceptions of headteachers and teacher on this important contemporary aspect of school leadership.

### **1.1 The vital role of pedagogical leadership**

PL theory has its origins in studies of successful schools in poor urban communities in the early 1980s. It is a series of acts that motivates others, and facilitates the acquisition of new knowledge, beliefs or skills for the learner, and it also involves how headteacher sets and monitors teaching goals, provides appropriate resources, supervises the teaching programme and, by observing and providing feedback to teachers, ensures a high-quality teaching and learning (more details will be discussed in Chapter 2).

During recent decades, school leadership has become a prior development area in many European countries and the effect of PL has long been of interest to educational researchers and policymakers. A number of studies have shown that PL is associated with school culture (MacNeill, 2007), curriculum (Robinson et. al, 2009; Their, 1994), engaged learning and teaching and school outcomes (Bush & Glover, 2003; Mulford, 2008; Krüger & Scheerens, 2012). A large body of evidence suggested that effective school leadership is essential to improve the efficiency and equity of schooling (Pont, et al, 2008; OECD, 2009; Schleicher, 2012). Therefore, it is easy to perceive the crucial role of PL in the compulsory school education system especially in improving teaching and learning.

Since the headteachers' roles are usually regulated by legislation and by the educational system, they are changing along with the changing education systems that have created greater school autonomy during the last decade. Guskey stated that "Never before in the history of education has greater importance been attached to the professional development of educators. Every proposal for educational reform and every plan for school improvement emphasizes the need for high-quality professional development" (Guskey, 2000, p.3). The importance of the headteacher in attaining high-quality leadership is unquestionable, but they have never been faced with such complex responsibilities. "Few would dispute the fact that 21<sup>st</sup>- century school leaders are finding it difficult to keep up with the pressures brought to bear on their profession" (Leonard, 2010). Thus, a focus on headteacher's PL is essential not only for effective school management, but also for encouraging headteachers to take direct responsibility for the quality of learning and teaching of their school.

In Czech schools, even though headteachers have a high degree of autonomy to manage teachers, many of them still lack preparation for their responsibilities, particularly in the area of leading teaching and learning (OECD, 2013). Also, their professional development opportunities often lack a focus on PL (IIE, 2011). In this country, a decentralized and participative school system of three levels was established: the state, autonomy and the school. Czech schools providing compulsory education became legal entities a decade ago. They can be regarded as highly autonomous organizations, in both pedagogical and management matters. These schools' primary responsibility for educational quality lies with the Czech headteacher as each school has freedom to formulate and conduct its own (curricular) policy. The school management is expected to apply a more participatory approach to school improvement balanced with activities supporting school accountability. The duty for quality assurance in the school is therefore spread across various actors, including deputy headteachers and teachers (more details will be discussed in Chapter 2). That is why PL is largely challenging in this context.

"Above all, we vigorously endorse the call for a focus on sustained pedagogical leadership and the system support needed to enable this" (Robinson, Hohepa & Lloyd, 2009, p. 30)

## 1.2 Purpose and research questions

Improvement of student learning is a crucial aspect of school leadership. For the purposes of discourse and analysis, pedagogical leadership has been commonly viewed as just one component of school leadership or alternatively as a distinct style of school leadership. However, as research has already shown,

“A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. ... conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice.” (OECD, 2002, p. 14).

As such, the dimensions, characteristics and qualities of PL in schools providing compulsory education in the Czech Republic can be framed prior to this study. Besides, what about the role of PL in Czech teachers' development? Can teachers' development or headteachers' development be conceived as an essential part of PL? Or is it viewed rather, as just the pursuit of content that beneficial self-fulfilment?

Accordingly, the main aims of this study are exploring the concepts of PL, its dimensions from different perspectives, and the factors influencing it in educational practice. What follows are the primary questions for this study. It is important to emphasize that these questions were generated and developed from empirical work, and were not formulated beforehand. They pertain to headteacher practices and are thus associated with various educational ends:

- What are the characteristics of PL (from the perspective of different stakeholders) in particular Czech schools providing compulsory school education?
- What factors are influencing the development of PL in these Czech schools?
- What are the more important dimensions of PL in these schools and which dimensions work more effectively?
- What characteristics does a good headteacher or a good teacher possess in terms of PL, from the perspective of different stakeholders?

The answers to the above four questions will then be applied to a fifth, more general, question:

- What is the process of the development of PL in particular Czech schools providing compulsory education in cross-cultural perspectives?

### **1.3 Definition of terms**

#### ***School***

In Oxford dictionary, school as a noun has five meanings: An institution for educating children; Any institution at which instruction is given in a particular discipline; A group of people, particularly writers, artists, or philosophers, sharing similar ideas or methods; The hall in which final examinations are held; A group gambling together. As a verb, school means educating or riding (train on the flat or over fences), and as an adjective, it means (of a Xhosa) educated and westernized.

In the context of this research, school is a noun which refers to “an institution for educating children” is selected.

#### ***Culture***

Culture, has been defined in multiple ways. For instance, “Culture is communication and communication is culture” (Hall, 1990, p. 186). And a shared understanding describe culture as follows:

“Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values”. (Kluckhohn, 1951, p.86)

And some others thought,

“Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values.” (Hofstede, 2004, p. 2).

Based on the above-mentioned explanations, some researchers stated that,



“Culture is a shared system of meanings. It dictates what we pay attention to, how we act and what we value. Culture organizes such values into what Geert Hofstede calls ‘mental programs’” (Trompenaars & Hampden-Turner, 1997, p. 13).

As just mentioned, culture is a broad concept, consisting of values and influences from a variety of sources (Hofstede, 2001). But what mentioned are just the tip of the iceberg in terms of the definition of culture till the twenty-first century. However, all the explanations showed a framework of what culture is:

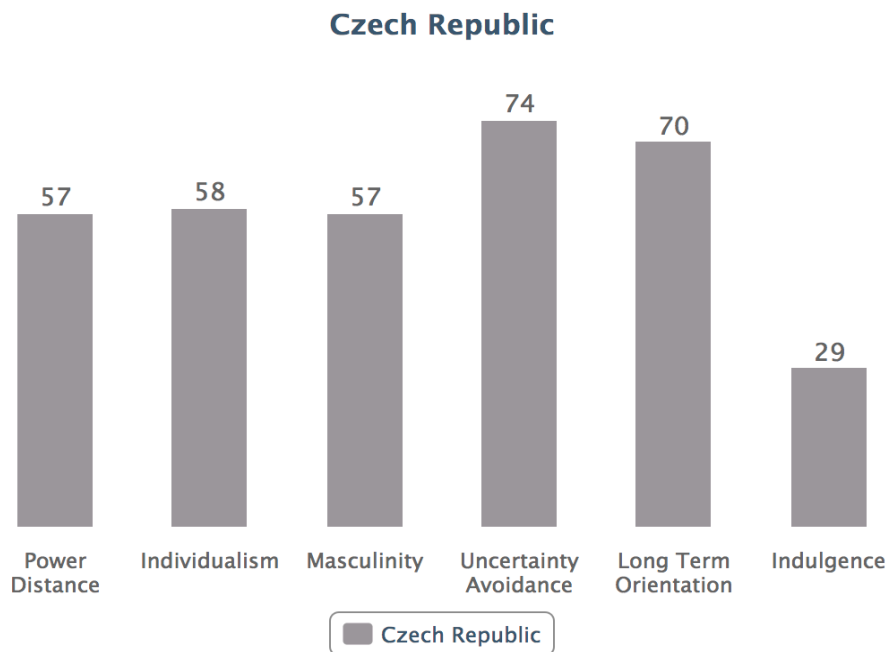
- Culture is collective.
- Culture is shared values, beliefs, norms and perception.
- Culture is transmitted by rituals, behavior, symbols, communication, artifacts and Arts.
- Culture capacitates individuals and groups to deal with each other and someone else outside their country.

To be sure, cultures varied between nation, gender, or profession. Some of them, such as social and national culture, reside in values, which children acquire from their earliest youth onwards, are deeply rooted in the mind and are unconscious. (Hofstede, 2001). And some of them, organizational culture, e.g. reside in practices which are visible and conscious, and exchangeable when people take a new job.

### ***National culture***

Based on extensive researches, Hofstede defines six dimensions of national culture, which is power distance; individualism vs. collectivism; masculinity vs. femininity; uncertainty avoidance; long term vs. short term orientation and indulgence vs. restraint. According to his model, Czech Republic (see Figure 1.1) is a hierarchical, individualist and masculine society. It has a high preference for avoiding uncertainty and pragmatic orientation. And Czechs are generally not indulgent.

**Figure 1.1 National culture of Czech Republic (Hofstede, 2001)**



### ***School culture***

School culture is defined as “the basic assumptions, norms and values, and cultural artifacts that are shared by school members, which influence their functioning at school” (Maslowski, 1997, p. 5). Purkey and Smith (1983) emphasize the importance of school culture in school improvement. As they note,

“most current school effectiveness research lists a variety of potential ingredients but offers little direction for mixing them together. However, imagining schools as cultures does suggest a framework for understanding the problem and indicates how to move toward a solution” (p. 441).

In this study, we will explore PL by focusing on school culture. Teachers and headteachers are two of the most important components in schools. Teachers in a school always form social groups with their own rules, values and standards of behaviour, which reflects teachers’ expectations about students, school leaders and school culture, whilst school leaders are uniquely positioned to set the tone of school culture. In other words, no one is solely responsible for school culture. And the school members and their function at school are further explored in this study. What is

noteworthy is that as two groups, teachers and headteachers have their own culture, we could call it teacher culture and headteacher culture. These two cultures have connection and distinctions. Therefore, about school culture, this study will look carefully at how headteachers and teachers work together with different cultures to build an effective school leadership.

### ***Pedagogy***

Pedagogy is derived from the Greek language, literally meaning ‘leading a child’, and nowadays discussion about the concept of pedagogy is often driven by its Grecian origins. For instance, this term has evolved in a number of ways in contemporary times (Knowles, 1980; Bruner, 1996; Marton and Booth, 1997). Tracing the conceptual roots of pedagogy may be limited by a variety of factors, including history, context of writing, selective interpretation for a variety of reasons, cultural heritage and professional considerations. The way pedagogy is researched, analysed and applied in contemporary work is far away from its original meaning. As Yates (2009, p. 19) said, pedagogy “suggest(s) there is something bigger and more complex to be considered than terms like ‘teaching and learning’”.

According to Silcox and MacNeill (2006, p. 4), pedagogy appears to have seven inter-related clusters of meaning in educational literature:

- Pedagogy as an inclusive view of all aspects teaching but not simply instruction (Mortimore, 1999; Newmann & Associates, 1996);
- Pedagogy as a political tool for the enculturation of students (Freire, 1977; Smyth, 1985; Van Manen, 1999);
- Pedagogy as student-centred learning and teaching, which specifically excludes didactic teaching (Hamilton & McWilliam, 2001),
- Pedagogy as a relationship that produces knowledge (Britzman, 2003, Van Manen, 1999).
- Pedagogy as social practice (Daniels, 2001);
- Pedagogy as the transmission of knowledge (Lingard et al., 2003, p.4); and the
- Process through which knowledge is produced (Britzman, 2003).

Kyriacou, et al. (2009, p. 75), for instance, emphasized the importance of ‘going

beyond subject learning' found in traditional school curriculum to ensure that the professional is 'meeting the needs of the "whole child" within the context of the family and society. Petrie (2005, p. 293) claimed a need for a wider definition of "pedagogy", closer to continental European than English usage and the notion of "pedagogues" as practitioners. Moss stated that (2006, p. 32), 'pedagogy is a relational and holistic approach to working with people and within pedagogy, 'learning, care and upbringing' are interwoven and connected.

The definitions of pedagogy is provided as the reasoned, "moral, human interaction, within a reflective, socio-political, educative context that facilitates the acquisition of new knowledge, beliefs or skills" (Macneill, et al, 2005, p. 4). In this study, pedagogy specifically recognizes the pedagogical knowledge of teaching, what is learned and how it is learned, which is provided by headteachers. The key points of the definition of pedagogy in this study are that:

- Pedagogy consists of a deliberate, organized and prolonged effort to influence the development of individuals;
- Pedagogy is a process that allows the learner to acquire new knowledge and skills;
- Pedagogy is not limited by age and form, and it can be considered as a lifelong process.

### ***Leadership***

The concept of leadership has an ambiguous status in practice, there are numerous definitions of leadership, for instance, Peter Northouse (2007) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." And Gary Yukl (2006) defines leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p. 8).

Apart from this, Yukl presents a compilation of representative definitions of leadership from 1957 up to 1999 (see Table 1). Stogdill (1974) concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept".

**Table 1.1 Definitions of leadership (Yukl, 2010, p. 21)**

<b>Leadership is ...</b>
“the behavior of an individual ... directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957, p. 7)
“the influential increment over and above mechanical compliance with the routine directives of the organization” (Katz & Kahn, 1978, p. 528)
“exercised when persons ... mobilize ... institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers” (Burns, 1978, p. 18)
"Leadership is realized in the process whereby one or more individuals succeed in attempting to frame and define the reality of others," (Smircich & Morgan, 1982, p. 258)
“the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984, p. 46)
“about articulating visions embodying values, and creating the environment within which things can be accomplished” (Richards & Engle, 1986, p. 206)
“a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose” (Jacobs & Jaques, 1990, p. 281)
“the ability to step outside the culture ... to start evolutionary change processes that are more adaptive” (Schein, 1992, p. 2)
“the process of making sense of what people are doing together so that people will understand and be committed” (Drath & Palus, 1994, p. 204)
“the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization...” (House et al., 1999, p. 184)

However, at the heart of the problem of defining leadership lie two fundamental terms, which are leader and follower. Who is the leader? Who is the follower? In the process of leading, what should a leader do? What kinds of characters a leader should have? And so on. According to Winston and Patterson’s (2006, p. 7) research,

“A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization’s mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives.”

Although it is no doubt that leading isn’t easy, in the process of leading, leaders should have some essential attributes such as vision, integrity, trust, selflessness, creative ability, communication ability, risk-taking and so on.

In short, leadership is a complex phenomenon that involves many other important issues. It depends on a process of change, whereby leaders and followers are inspired to work towards group goals. Which definition one accepts should be a matter of choice, decided by his or her own situation and beliefs.

### ***Pedagogical leadership***

For conceptualizing PL, there is little consensus about what PL is, how it emerges and how it relates to education and management. Traditionally, debate has focused on the purpose of PL (Ellett & Teddlie, 2003; OECD, 2013). For instance, MacNeill (2007) argues that PL results in improved student learning. However, delineating the concept of PL requires a more precise specification of the construct and different viewpoints in different areas. Generally speaking, there are four main points of view about what PL is.

The first viewpoint considers PL as learning-centred leadership and leadership of learning, for both student's learning and teacher's learning. (OECD, 2013) which should focus on the development of teachers, students and pedagogical practice. For instance, Sergiovanni (1998, p. 37) pointed out that it

... "invests in capacity building by developing social and academic capital for students and intellectual and professional capital for teachers. Support this leadership by making capital available to enhance student learning and development, teacher learning and classroom effectiveness".

And, in MacNeill, Cavanagh and Silcox's study, they also claimed that

"pedagogical leadership is a planned action, designed by human agency that acknowledges the social, political, and moral context of the learning act, which directly results in the acquisition of new knowledge, beliefs or skills for the learner" (MacNeill, Cavanagh & Silcox, 2005, p.4).

Johanna's research showed that "in classical writings about pedagogical leadership, the role of learning in educational communities is emphasized" (Johanna, 2011). Similarly, Heikka's study (2014) showed PL also consists of strategic elements, which involved a wider set of stakeholders in pedagogical improvement.

The second opinion emphasized the role of headteachers and their professional development. For instance, one researcher said, “pedagogical leadership is about principals’ pedagogical presence in classrooms and pedagogic credibility” (Wortham, 2006, p.70) and, other researchers said, “pedagogical leadership has a stronger focus on leader involvement in teaching and learning” (Robinson, Hohepa & Lloyd, 2009, p. 37). Moreover, according to an OECD report, the role of headteacher was highlighted as well:

“A focus on pedagogical leadership is also essential to encourage school leaders to take direct responsibility for the quality of learning and teaching in their school” (OECD, 2013, p. 553).

The third group of researchers have a different standpoint. They not only thought PL focuses on learners but also emphasized the dynamic process of implementing PL. For instance, in Male and Palaiologou’s study, they said,

“we present a construct of pedagogical leadership as triangular social praxis shaped by theory, practice and the social axes relevant to the educational setting” (Male & Palaiologou, 2013, p. 3).

Furthermore, MacNeil, Cavanagh and Slicox, (2005, p.4) stated, “pedagogical leadership is based on dialogue, not monologue and the learners are essential participants in the discussion”.

Finally, the fourth group of researchers thought “pedagogical leadership needs to emphasize the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching” (Robinson, Hohepa & Lloyd, 2009, p. 38), which includes teaching and learning and the evaluation system of PL.

In this study, PL refers to the following meanings:

- PL is a series of acts that motivates others, facilitating the acquisition of new knowledge, beliefs or skills for the learner;
- PL is involved in setting and monitoring teaching goals, providing appropriate resources, supervising the teaching programme and, and ensuring a

high-quality teaching and learning by observing and providing feedback to teachers.

### ***Compulsory education***

Compulsory education laws require children to attend school for a certain period. School attendance has been compulsory since 1774 in the Czech Republic. The length of compulsory education is set by the Education Act and is for nine years starting at the beginning of the school year following the day on which the child reaches six years of age (Eurydice, 2017).

Compulsory education takes place at a basic school (*základní škola*), or at a special basic school (*základní škola speciální*) or a special school (*speciální škola*). Catchment areas are defined, but the choice of school is free. Pupils can leave a basic school at the end of the 5th year for an eight-year gymnázium or at the end of the 7th year for a six-year gymnázium after passing the entrance examination set by the school (Embassy of Czech Republic, 2013).

## **1.4 Overview of the dissertation**

In Chapter 1 the author outlines the starting point relative to the field of PL and directs attention to the various difficulties that teachers and headteachers have been faced, such as lacking preparation particularly in the area of leading teaching and learning and lacking focus on PL, as well as to the current context in which pedagogical leadership exists. Then the author explored the key concepts of this study, such as pedagogy, PL, school culture and compulsory education, they are placed in relation to each other. Besides, the research aims and research question were introduced in this part as well.

The research overview of Chapter 2 and Chapter 3 encompasses three areas: (1) approach to PL, with a special emphasis on its dimensions and practice in school. (2) research on headteacher as a pedagogical leader in PL that touches upon their roles, professional development and the Czech context; and, (3) research on the teacher as a pedagogical learner, which views teacher improvement in terms of interaction and communication and the fact that teachers and headteachers presuppose each other.

In Chapter 4, the author describes the methodology of the present study, which



employs the grounded theory approach with PL. Here the author presents the informants, the design and procedure of the study, and motives for the choices the author has made while eliciting teacher's and headteacher's perceptions of PL through written interview and semi-structured interview. Here the author also describes the different phases of her analytical process.

Chapter 5, the results, contains the perceptions of informants relative to the PL. Two coding paradigms have been discussed in this part, each of the paradigm includes six arts: contextual factors, causal conditions, facilitators, barriers, interaction strategies, consequences. Apart from this, the characteristics of good headteacher and teacher from different perspectives have been analysed in this part as well.

Chapter 6, discussion part, discussed the patterns and challenges of PL in educational practice. Besides, for more effective implementation of PL, two recommendations have been made by the author. Moreover, a quantitative survey was conducted to triangulate the results of the present study. Apart from this, at the end of this chapter, the limitations of this study have been discussed too.

Chapter 7, arrives at the conclusion of this study together with the expectation of future research.

## **2 PEDAGOGICAL LEADERSHIP FROM DIFFERENT PERSPECTIVES**

In this chapter, the author initially points out disciplinary landmarks of PL. The author also highlights important point of departure in this study. The focus on PL in school providing compulsory education, and its characteristics and dimensions etc. stems from a cross-cultural way to understand PL whose content has been understood as being culture-based, curriculum-based, teaching-engaged and school outcomes (MacNeill, 2007; Robinson et. al, 2009; Their, 1994; Bush & Glover, 2003; Mulford, 2008;). In practice, this point has stressed the political dimension, as well as the conflicts between different cultures, and the particular issue of the communication between teachers and headteachers (more details will be discussed in Chapter 3). This view is consistent with the present study's point of departure, which emphasised the value issues implied by teacher's and headteacher's actions, as well as the fact that within different cultures, different approaches to PL content inherently contain different perceptions of daily teaching or leading practice.

There are a considerable number of studies on PL in recent decades, the author mainly applied subject index searching, citation searching, and footnote chasing and browsing strategies to search for relevant literature. EBSCO Host, Educational Resources Information Centre (ERIC), Springer Link and Google Scholar are major search engines that were employed.

This Chapter includes four parts. The first part introduces the approaches to PL, its main dimensions based on five researches and its practice in schools. The second part refers to the headteacher's PL, his/her roles in daily practice in Czech. The third part discusses the role of teacher: as an adult learner in PL and their professionalism. The fourth is a brief reflection of the related researches.

### **2.1 Approaches to pedagogical leadership**

PL provides a different pattern to teachers especially headteachers to rethink the way of working and learning. However, headteachers have been faced with challenges to move towards a more PL style (OECD, 2013). Therefore, it is crucial to approach PL and understand it better. In this section, dimensions of PL, differences and connections

between PL, instructional leadership and distributed leadership have been introduced.

### ***2.1.1 Dimensions of pedagogical leadership***

Considering the need of strengthening PL in schools, researchers and educators did a concrete analysis of the dimensions of PL. Therefore, this part will introduce five opinions about the dimensions of PL

MacNeill (2007, p. 7) and his colleagues propose their model of pedagogical leadership. In this model, 11 dimensions of PL were identified in an extensive literature review (see Table 2.2).

**Table 2.1 Dimensions of pedagogical leadership from MacNeill et al.**

Discharging a moral obligation to students and society;
Establishing a shared vision and sense of mission;
Gaining commitment by expecting high standards from staff and students
Facilitating the engagement and empowerment of staff;
Establishing multiple, collaborative leadership roles.
Leading change;
Balancing administrative roles with pedagogic roles;
Developing relationships and a sense of community;
Applying a re-culturing approach to school improvement.
Developing expert knowledge about pedagogy and schooling;
Creating and sharing knowledge throughout the school.

Besides, Robinson (2007, p. 95) develops a similar categorization device to describe the dimensions of effective PL in schools (see Table 2.2):

**Table 3.2 Dimensions of pedagogical leadership from Robinson**

Establishing goals and expectations;
Resourcing strategically;
Planning, coordinating, and evaluating teaching and the curriculum;
Promoting and participating in teacher learning and development;
Ensuring an orderly and supportive environment

Furthermore, in Fonsén’s (2013, p.186) research “Dimensions of pedagogical leadership in early childhood education and care”, the structural narrative analysis method was adopted to analysis the dimensions of PL. 105 school leaders participated in her research. Her study used semi-structured questions to explore the concept of PL and the development of the school leaders’ own understandings of PL and their skills of implementing it. And her study showed four dimensions which could influence the success of PL in early childhood education (see Table 2.3).

**Table 2.4 Dimensions of pedagogical leadership from Fonsén**

The context: micro level: structure of organisation, definition of the core task; macro level: the intentions of the national government, situation, place, time, the values and attitudes in society.
Organizational culture: interaction and work community; distributed leadership;
Directors’ professionalism: management skills; leadership role and style of managing work tasks time management;
Management of substance: pedagogical competence; management and development of the core task of organisation; theoretical and practical knowledge; the desire for personal development and pedagogical development.

Apart from this, in Ärlestig and Törnsten’s (2014, p.858) study, they proposed a definition and model of PL. In their model, PL is divided into three dimensions, which are goal-steering, process-steering and result-steering (see Table 2.4).

**Table 2.5 Dimensions of pedagogical leadership from Ärlestig and Törnsten**

Goal-steering: Provide prerequisites for teaching and learning
Process-steering: Lead the core processes teaching and learning
Result-steering: Relate the results of students and the organization to the daily work with teaching and learning

The last but not the least, Gento et al. (2015) stated, in order to evaluate the PL within an educational institution, different dimensions of pedagogical should be identified. According to their research, PL has the following dimensions (see Table 2.5).

And charismatic dimension implies that “the leader is attractive so as to facilitate that other people feel comfortable to be with him/her or they” (Gento & González, 2012,

p.8). Emotional dimension means “leader should treat everybody with the highest kindness, consideration and acknowledgement” (p.8). Anticipatory dimension is related leader’s capacity of vision. Professional dimension means “pedagogical leaders impel the institution towards the attainment of educational aims and objectives.....use of the necessary strategies in order to reach the highest quality of education” (p.10). Participatory dimension implies that the cooperative effort of leader is valuable. Cultural dimension means that “leaders must promote the consolidation of the institution’s particular culture or specific profile” (p.10). Formative dimension means that “as one of the essential features of authentic leaders, it requires that they should care of their own continuous training and formation and that they should try to promote continuous training of people working with them” (p.10). Administrative dimension, “is the one referred to the administrative routines and to the accomplishment of activities of bureaucratic type” (p.10).

**Table 2.6 Dimensions of pedagogical leadership from Gento et al.**

Charismatic dimension;	Emotional dimension
Anticipatory dimension;	Professional dimension
Participative dimension	Cultural dimension
Formative dimension	Administrative leadership dimension

Researchers explored different dimensions of PL based on their professional background and knowledge structures. According to the diverse factors of pedagogical dimensions, we get general ideas about how PL looks like.

### ***2.1.2 Pedagogical leadership and instructional leadership***

Most contemporary theories of leadership suggested that leadership cannot be separated from the context in which it is exerted (Leithwood, 2003). Their (1994) has used the concept of PL in situations where both the management and the pedagogical touch are combined. Although PL can be treated as a separate area of inquiry, the research on PL has become the stepchild of both school education, school management and professional development, and borrowed inherited theory, instruments, and approaches from all those research paradigms.

About the way of understanding PL, as previously mentioned, there was little

consensus about what PL is, how it emerges and how it relates to education and management. Some researchers use instruction as a synonym for pedagogy at some points. Therefore, there have been some arguments about what is PL and instructional leadership.

Research shows instructional leadership is a specific strategy with which school management teams pursue the agenda of particular national policy and program through vision and mission statements. (Tang et al., 2010). However, research on instructional leadership has been conducted for more than 40 years. Over time, it has moved in the general direction of an increased space for headteachers' responsibilities. An example of defining instructional leadership is "...direct or indirect behaviours that significantly affect teacher instruction and, as a result, student learning" (Gupton, 2003, p.32). And in some viewpoint, instructional leadership is often seen as the sole domain of school leaders. For instance, a researcher asserted that school leaders need specific knowledge which relates to the core function of schools, teaching and learning. With this specific knowledge, school leaders are expected to alter their management behaviour into one oriented toward instruction (Hill, 2002). Apart from this, Scheerens and Bosker (as cited by Hill, 2002, p. 53) identified five dimensions of instructional leadership:

"Time devoted to educational versus administrative tasks. The head teacher as a meta controller of classroom processes. The head teacher as a quality controller of classroom teachers. The head teacher as a facilitator of work-oriented teams. The head teacher as an initiator and facilitator of staff professionalization."

Nevertheless, sometimes instruction can be very complex and the aspect of leadership can be misinterpreted. Macneill et al., (2005, p. 2) argued that the instructional leadership has problematic nature and doesn't correlate with the students' learning outcomes. He said,

"The word instruction is contaminated with pejorative connotations of power. The command, "I instruct you to do X," leaves the second party in no doubt about the power relationship between the speaker and the person being spoken to. As a result, instructional leadership, too, can be perceived as a power based transaction" (Macneill et al., 2005, p.2).

In addition, Hallinger (2003, p. 330) also criticized instructional leadership which focuses too much on the headteacher as the centre of expertise, power and authority. And some researchers stated that

“Although ‘instructional leadership’ is an effective model for achieving compliance with government reforms and achieving a narrow standards agenda, teachers’ creativity and constrains school innovation, but ‘pedagogical leadership’ appears to offer much greater possibilities for developing teaching and promoting both pupil and teacher learning” (Webb, 2005, p.69).

Macneill and his colleague (2005) compared instructional and PL and summarized nine key differences between them (see Table 2.6).

**Table 2.7 Comparing Instructional and Pedagogical Leadership**

<i>Instructional leadership</i>	<i>Pedagogical leadership</i>
Focus on teacher instruction	Focus on students’ learning
Driven by mandated curriculum	Determined by the needs and interests of students
Classroom centered	Connected to examples drawn from real life/world
Test results seen as goal	Test results seen as one aspect of learning and informative of level of student understanding of concepts explored
Predicated on teaching as a craft	Predicated on teaching as a profession
Hierarchical in nature	Distributed leadership
More about school management	More about building a professional learning
Principal as an instructor of teachers	Principal as a leader of teacher professional learning
Pragmatic in nature	Moral and facilitative in nature

### **2.1.3 Pedagogical leadership and distributed leadership**

As a consequence of criticizing the instructional leadership, scholars and researchers began to introduce new terminology to educational practice, such as shared leadership, teacher leadership, student-centred leadership, distributed leadership, transformational leadership and so on. The concept of ‘distributed leadership’ has become popular in recent years, the idea of distributed leadership has found favour with researchers, policy makers, practitioners and educational reformers around the world

(Spillane, 2006; Harris, 2008; Leithwood et al., 2009). It is often used interchangeably with “democratic leadership”, “co-leadership”, “team leadership” and “collective leadership”.

The theoretical origins of distributed leadership are quite complex. Oduro (2004, p. 4) suggests that description of distributed leadership dates back to 1250 BC, making it “one of the most ancient leadership notions recommended for fulfilling organizational goals through people”. Harris stated “its genesis can be traced back to the field of organizational theory in the mid-1960s and possibly even further” (Harris, 2011, p. 7). According to Bolden’s (2011) research, “in tracking the theoretical origins of distributed leadership, a number of key concepts are commonly cited…‘distributed cognition’ and ‘activity theory’...” (p.253). Apart from this, Boleden (2011) summarized previous studies and put forward various ways in which distributed leadership can occur (see Figure 2.1)

Changing the focus from theoretical origins to the meaning of distributed leadership, Badaracco (2001) stated that it has become a popular “post-heroic” way to present leadership, which means the focus of leadership has shifted from the attribution of “leader” to a more collective process. The perspective of distributed leadership recognises that there are multiple leadership (Spillane et al., 2004) in the leading process and leadership activities are widely shared within organisations (Harris, 2007). Bennett (2003, p. 3) developed thoughts from this perspective:

...Distributed leadership is not something ‘done’ by an individual ‘to’ others, or a set of individual actions through which people contribute to a group or organization . . . [it] is a group activity that works through and within relationships, rather than individual action. (Bennett et al. 2003, p. 3)

Together, these researchers mapped out a rich and various array of distributed leadership both in theory and practice, which enabled subsequent works on distributed leadership. As most of the leaderships in educational organisations, PL is likely to be distributed (Camburn et al, 2003; Timperley, 2005). Analysing PL from the aspect of distributed leadership can provide useful information during the distributing process, especially in discussing the efficiency and quality of PL between multiple stakeholders. Connecting distributed leadership and PL is necessary, which means the development of PL is interactional and multileveled.



**Figure 2.1 Framework of distributed leadership (Boleden, 2011, p. 258)**

Gronn (2002)	Leithwood <i>et al.</i> (2006)	MacBeath <i>et al.</i> (2004)	Spillane (2006)
<ul style="list-style-type: none"> <li>• <i>Spontaneous collaboration</i>: where groups of individuals with differing skills, knowledge and/or capabilities come together to complete a particular task/project and then disband.</li> <li>• <i>Intuitive working relations</i>: where two or more individuals develop close working relations over time until 'leadership is manifest in the shared role space encompassed by their relationship' (p. 657).</li> <li>• <i>Institutionalized practice</i>: where enduring organizational structures (e.g. committees and teams) are put in place to facilitate collaboration between individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Planful alignment</i>: where, following consultation, resources and responsibilities are deliberately distributed to those individuals and/or groups best placed to lead a particular function or task.</li> <li>• <i>Spontaneous alignment</i>: where leadership tasks and functions are distributed in an unplanned way yet, 'tacit and intuitive decisions about who should perform which leadership functions result in a fortuitous alignment of functions across leadership sources' (Harris <i>et al.</i>, 2007, p. 344).</li> <li>• <i>Spontaneous misalignment</i>: where, as above, leadership is distributed in an unplanned manner, yet in this case the outcome is less fortuitous and there is a misalignment of leadership activities.</li> <li>• <i>Anarchic misalignment</i>: where leaders pursue their own goals independently of one another and there is 'active rejection, on the part of some or many organizational leaders, of influence from others about what they should be doing in their own sphere of influence' (p. 344).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Formal distribution</i>: where leadership is intentionally delegated or devolved.</li> <li>• <i>Pragmatic distribution</i>: where leadership roles and responsibilities are negotiated and divided between different actors.</li> <li>• <i>Strategic distribution</i>: where new people, with particular skills, knowledge and/or access to resources, are brought in to meet a particular leadership need.</li> <li>• <i>Incremental distribution</i>: where people acquire leadership responsibilities progressively as they gain experience.</li> <li>• <i>Opportunistic distribution</i>: where people willingly take on additional responsibilities over and above those typically required for their job in a relatively ad hoc manner.</li> <li>• <i>Cultural distribution</i>: where leadership is naturally assumed by members of an organization/group and shared organically between individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Collaborated distribution</i>: where two or more individuals work together in time and place to execute the same leadership routine.</li> <li>• <i>Collective distribution</i>: where two or more individuals work separately but interdependently to enact a leadership routine.</li> <li>• <i>Coordinated distribution</i>: where two or more individuals work in sequence in order to complete a leadership routine.</li> </ul>

However, in PL, who should take the responsibilities for distributing it? Who is the leader? And who is the follower? MacBeath (2005) described distributed leadership as a developing process that requires the efforts of leaders to make it work, and he highlighted the roles of those in formal leadership positions. Basically, there are two types of leaders in educational practice, formal leaders and informal leaders. Heifetz (1994) suggested when we are defining leadership or management as kind of practices should allow for the possibilities that people without any formal leadership designations take part in the work. It means in educational practice, teacher also needs to take on leadership tasks. PL is not only a linear process, but also includes various levels, and the role of leader is dynamic and transformable (more details will be discussed in Chapter five), and leaders function as coordinators of PL.

## **2.2 Pedagogical leadership in educational practice**

PL becomes increasingly important in the process of educational practice on a global scale. And researchers around the world have long recognized the importance of PL in their particular contexts. In this section, effectivity and practice of PL in Czech schools have been discussed.

### ***2.2.1 Effectivity of pedagogical leadership***

Effective as an adjective is always connected with appraisal. However, the difficulty of appraisal leadership is highlighted. The nature of this job, the myriad expectations from different stakeholders, the complex relationship between leadership and teaching and learning, given the complexity of school leadership. Some of the researchers suggested leadership appraisal should focus on the evaluation of inputs, process or outcomes (Ginsberg & Berry, 1990; Ginsberg & Thompson, 1992; Heck & Marcoulides, 1992). Stufflebeam and Nevo (1993) stressed that appraisal requires a clear understanding of leader's role and local contexts. Radinger (2014) argued that school leader appraisal needs to fulfil: validity, reliability, accuracy, utility, feasibility, and propriety.

Besides, the construct of effective school leadership is different. For instance, the Wallace Foundation (2013) reported five key practices of school leaders: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction, and managing people, data and process to foster school improvement. According to Westerberg (2013), effective leaders should clearly articulate a vision of effective instruction and assessment and provide precise examples of this vision.

Therefore, discussions about the effectivity of PL, the construct of PL, characteristics of effective pedagogical leaders (will be discussed in chapter 3) and effective pedagogical strategies are sure to get attention.

MaEwan (2002) developed thoughts on the field of effective instructional leadership. he outlined seven steps to effective instructional leadership: (1) Establish, implement, and achieve academic standards (p. 133), (2) Be an instructional resource for your staff (p. 133), (3) Create a school culture and climate conducive to learning (p. 134), (4) Communicate the vision and mission of your school (p. 134), (5) Set high expectations

for your staff and yourself (p. 134), (6) Develop teacher leaders (p. 135), (7) Establish and maintain positive relationships with students, staff, and parents (p. 135). The connections and differences between instructional leadership and PL are discussed in section 2.1.2. Those seven steps of instructional leadership have close connection with dimensions of PL, and refer to the responsibilities of leaders as well. The construct of PL and the steps of instructional leadership are linked with the main dimensions of PL, and the criteria of an effective PL is not fixed. It will change over time and along with variety of conditions.

About effective pedagogical strategies, Ärlestig and Törnsten (2014) have studied from several aspects to capture the essence of PL activities and actions. The following strategies were included in their study:

- Classroom observations, systematic feedback and confirmation, learning conversations between actors (p.858);
- Objectives and visions, high expectations, organization of the school (p.859);
- Evaluations and assessment, analysis and understanding of results, school improvement (p.859).

After applying courses about PL to three groups of headteachers in Sweden, they concluded: “classroom observations are a concrete way to start to work more actively as a pedagogical leader. The principals’ statements showed that a combination of knowledge (theory) and practice gave them strategies and started a reflection on when to use which strategy” (p. 865).

Lahtero et al. (2015) draw attention to pedagogical strategies as well. Their research “located strategic leadership to be a central area of pedagogical leadership” (p.326). Sharing leadership broadly in schools and arranging shared time for pedagogical discussions on the staff meeting were considered important in their research. Additionally, Westerberg’s (2013) study showed sharing a common goal with teachers and colleagues, and active participation in teachers’ professional development are important pedagogical strategies for headteachers.

### ***2.2.2 Pedagogical leadership in Czech schools***

In the Czech context, “Schools can be established by ministries, regions, municipalities, religious societies or churches, or other legal entities (Pont et al. 2013, p.14)”. As mentioned, Czech schools have a high degree of autonomy. More than half of Czech compulsory schools are small and have a high degree of autonomy in the national education programme, which means they can make decisions in some core area to support a more efficient educational provision. Pont stated “since 2003, schools have autonomy to make many decisions: 68% of the decisions are made at the school level while 28% are taken at the local or regional level and 4% are taken at the central level” (Pont et al. 2013, p.14). For instance, in different regions, schools can tailor their educational programmes and activities to fulfil the needs of their students.

Headteachers and teachers in Czech schools enjoy high autonomy as well. For instance, teachers can decide which pedagogical methods and educational materials to use. In this circumstance, headteachers have key responsibilities to establish and distribute PL (teacher and headteacher’s condition in PL will be further discussed in Chapter 3).

Apart from this, in order to improve the quality of education, there are plenty of new policies in Czech, for instance, The Ministry of Education, Youth and Sports (the ministry) Strategy for Education Policy of the Czech Republic until 2020 (“Strategy 2020”). And at the end of 2010, the MEYS published a draft for a new career system with four distinct career steps: beginning teacher, teacher, teacher with the first attestation and teacher with the second attestation.

However, the development of PL is still preliminary (with probably the only extensive summary published in 2011 in the special edition of *Orbis Scholae* nb. 3) currently. As Shewbridge proposed in the newest *OECD reviews of school resources: Czech Republic*: “School principals can delegate responsibilities within their school, but legislation does not promote pedagogical leadership” (Shewbridge et al, 2016, p.12). Not only Czech schools but also PL are still facing lots of challenges. Therefore, this study focuses on the role of PL in schools and the role of headteachers in it is important and meaningful.

## **2.3 Concluding remarks**

PL results in taking over the responsibility to ensure that practices are appropriate for teachers, students and the improvement of the school (Heikka, 2014). It's a crucial aspect for the sustainable development of schools and it's possible to do continuing in-depth studies. Bossert et. al. (1982) reported that which schools usually had strong PL, reflected in learning environments with minimal disruption, systems of clear teaching objectives, and high teacher expectations of students.

A focus on PL, as opposed to the low responsibilities of headteacher or teacher, highlights the intersubjective processes that play an important part in understanding professionalism. It is also a reciprocal process, which means it is not controlled by headteachers or teachers, even though headteachers are more responsible for distributing. This relationship, which is part of the situation that has profound consequence relative to external pressure and internal desires. And this situation contains the risk that acting in relationship with others invariably entails. The author argues that headteachers' and teachers' professionalism and conditions needed be further explored to apply PL in schools providing compulsory education.

### **3 ACTORS IN PEDAGOGICAL LEADERSHIP**

In last chapter, the author has introduced and outlined theories and concepts related to the approach in the present study. The fact that PL takes place in terms of relations between leaders and followers, typically involves the question of how leading and learning affect each other and defined in the process. Therefore, the headteachers' professional development and their roles in PL are discussed in this chapter. Besides, teachers' professionalism and their conditions in PL has been explored as well. Apart from this, the author applied adult learning theory during the research process. Teacher professionalism, in the pedagogical sense, has been primarily addressed in terms of teacher knowledge, which is why the author used adult learning theory in the present chapter.

Specifically, this chapter includes three parts. The first part explores headteachers' professional development and their conditions in Czech schools as a pedagogical leader. The second part introduces teachers' professionalism and circumstance in Czech schools, and the adult learning theory is included as well. The third part is a short summary of this chapter.

#### **3.1 Headteacher and pedagogical leadership**

Headteacher, as one of the actors of PL, has attracted more and more attention. In this section, headteacher's professional development, their situations of being a pedagogical leader and their conditions in Czech schools have been discussed.

##### ***3.1.1 Headteachers' professional development***

Professionalization means the professional development of occupation. The logic premise for discussing the professional development of headteacher is admitting headteacher is one of the occupations. An occupation which can be called profession need to meet the standards of profession. According to the research of Greenwood (1957), Lubell (1978), and Bayles (1988) the main characteristics of profession are long-term professional training, sophisticated knowledge system, ethics codes, specific professional standards, restriction of qualification, professional autonomy, good social reputation and economic status and mature professional organizations.

Traditionally, researchers have had a fairly narrow view of professional development and in some instances, this kind of view has not changed. For instance, many teachers and headteachers regard professional development as special events that are restricted to 3 or 4 days during the school year (Guskey, 2000). Other educators' views of professional development included graduate courses in which they enrolled to attain an advanced degree and to move ahead on the district salary scale. Besides, In Guskey's study, professional development is defined as "those processes and activities designed to enhance the professional knowledge, skill, and attitudes of educators so that they might, in turn, improve the learning of students, in some cases, it also involves learning how to redesign educational structures and cultures" (Guskey, 2000, p.16). It's an international, ongoing and systemic process.

However, professionals are always situated in a certain circumstance, and there are always the inevitable questions of "professional according to whom, and for what purposes". Headteachers' professional development includes two aspects: the aspect of occupational groups and the aspect of individual. It means headteachers' professional development is not only a process that includes opportunities for continuous skill and knowledge acquisition in an effort to support teachers and students, but also headteachers' self-development. In the present study, the author considers those two aspects as intertwined. Actually, different countries have been applying different strategies to ensure headteachers' professional development, which were connected to these two aspects as well (see Table 3.1). Apart from this, during headteachers' professional development, their roles are slowly changing from leading themselves and others to quality care. The reflection of the strategies of educational policy in different countries has shown a wide range of approaches sharing the same milestones.

**Table 3.8 Different national standards of headteacher**

<i>Australia</i>	Leading improvement, innovation and change; Developing self and others; Leading teaching and learning; Leading the management of the school; Engaging and working with the community;
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<i>China</i>	Set the development plan of school; Construct the school culture; Leading teaching and learning; Leading the professional growth of staff; Optimize the internal management; Adjustment of the external environment.
<i>New Zealand</i>	Policy and Programme Management; Professional Leadership; Staff Management; Relationship Management; Financial and Asset Management
<i>Britain</i>	Shaping the Future; Developing Self and Working with Others; Securing Accountability; Leading Learning and Teaching; Managing the Organization; Strengthening Community;
<i>United States</i>	Understanding, responding to, and influencing the political, social, legal, and cultural context; Acting with integrity, fairness, and in an ethical manner; Developing a school culture and instructional program conducive to student learning and staff professional growth; Setting a widely shared vision for learning; Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment; Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

### ***3.1.2 Headteacher: as a pedagogical leader in pedagogical leadership***

The term role means the position or purpose that someone or something has in a situation, organization, society, or relationship (Dictionary, 2008, p. 1237). It's a general description. Headteacher is the leader of a school, he or she is responsible for the running of the school and the interactions between teachers, parents, and pupils. When we talk about the role of headteacher, Leithwood et al. (2006) identified four common domains (direction setting, developing people, redesigning the organization and managing the teaching and learning programme) plus additional elements relating to an effective operation of successful leaders. And some other researchers state that successful leaders have to be competent in all four quadrants, which means they have to give the direction where the school is heading for, create organizational effectiveness



and build community to achieve the goals, show character to live the values which are convincing and support the leadership attitude, mobilize individual engagement among all the actors involved (cf. Pool, 2007).

Besides, in Huber's research, "The school leader is most often cited as the key figure in the individual school's development, either blocking or promoting change, acting as the internal change agent and overseeing the processes of growth and renewal" (Huber & Hiltmann, 2010, p. 65). He or she plays the pivotal role in efforts towards accountability and development.

Furthermore, school leaders have to balance their work between continuation and innovation, and they have to achieve results through communication with the people involved. Once the vision and direction of school are established, school leaders should lead students and staffs in the specific direction. Louis et al. (2010, p. 11) declared that "Whatever else leaders do, they provide the direction and exercise the influence." The influence is now recognised as significant for the achievement of students, teachers, the families and communities in which they work and it is realized mostly through indirect effects (Leithwood et al., 2006; OECD, 2009; Robinson et al., 2009).

To be sure, headteachers have played a greater role in the school-level management of financial and human resources and in the organisation of teaching and learning. The role of the headteacher has reached a new height of demand and complexity since standards and accountability have become the expectation in public education.

Apart from this, three approaches to school as organizations or institutions need to be considered: management, leadership and governance. Each approach results in different scope of headteacher's role. In the present study, more attention is paid to the headteacher's role in the approach of leadership and as a pedagogical leader.

Pedagogical leader is not a concept, practices and behaviours of a pedagogical leader needs to be specified as well. The study of Reeves (2009) provides some leadership practices and behaviours in PL of school leaders: resilience; personal behaviour; student achievement; decision making; communication; faculty development; leadership development; time, task and project management; technology; and learning.

Besides, in the research of Southworth (2002, p. 4), "learning by doing; understanding the curriculum, pedagogy, student and adult learning; understand the organisational conditions" were highly valued in headteachers' practice."

Furthermore, a qualitative research of Nevgi (2013) used narrative interview to approach PL, which means respondent was encouraged to tell a true story about one's career and experiences. In her study, seven leaders were choosing as samples in University of Helsinki and University of Tampere. Two main questions guided her study: How respondents describe themselves as leaders? How respondents support their community in professional learning (like developing teaching), and how they describe the significant elements of their community's culture? And her study answered how the pedagogically oriented leader supposed to do in practice, they should "creation and maintaining of good work culture in community; maintaining consistency and clarity in leadership work; understanding of the importance of the leadership of teaching works" (p. 17).

However, to be a pedagogical leader still means to face lots of challenges as well, for instance, challenges from teacher aspect. Some researchers state enjoy high autonomy in the school, they are receptive to headteacher being supportive, but they do not always allow for headteacher to govern or demand (Ekholm, 2000; Hallerström, 2006), which shows their resistance to the headteacher's role as an active pedagogical leader. Other challenges are from headteacher, her/ himself. Some of them don't have good understanding of the necessary knowledge about teaching (e.g. content knowledge, general pedagogical knowledge, specific pedagogical knowledge, curricular knowledge and knowledge of learners) and they will be unable to perform essential school improvement functions such as monitoring instruction and supporting teacher's development (Spillane & Louis, 2002).

### ***3.1.3 Condition of headteacher as a pedagogical leader in Czech schools***

As mentioned, school leaders/ headteachers in the Czech Republic have a high degree of autonomy. They are responsible for "implementing a school educational programme based on the national programme; managing finances; hiring, training and dismissing teachers; and relations with the community" (Pont et al., 2013, p. 10). In general, their responsibilities can be divided into two parts: administrative and pedagogical responsibilities. Specifically, he/she needs to define and organise teacher training, propose salary bonuses, issues school rules, decides all matters concerning education and other school services and so on.

Besides, in the Czech Republic, headteacher is subordinated to the establisher or sponsor of the school (Czech schools are established by municipalities, regional governments, churches or the Ministry of School, Youth and Sports) and the School Council. Once appointed, he/she is required to participate specific training at universities or at some in-service training institutions.

In OECD report, the situations are, firstly, “there is a large amount of administrative and managerial tasks and central frameworks and legal regulations that schools need to comply with” (Shewbridge et al.,2016, p.12). Secondly, “legislation does not promote school principals' role as pedagogical leaders” (Shewbridge et al.,2016, p.12). Apart from this, Shewbridge et al. explained the condition of headteacher as a pedagogical leader as follows:

“Pedagogical leadership appears limited to occasional classroom visits, with little involvement in developing a collaborative school culture and teacher professional development. ...in TALIS 2013 Czech principals reported low engagement and time for interaction with students, parents and the community. Importantly, the focus of school founders and the ČŠI is on legal compliance and budget discipline and not on their role as pedagogical leaders” (Shewbridge et al., 2016, p.13).

## **3.2 Teacher and pedagogical leadership**

Teacher plays crucial roles in PL as well. Teacher's professional development, teacher as an adult learner in PL and conditions in Czech schools have been explored in this section.

### ***3.2.1 Teachers' professional development***

Professionals are always situated in a certain time and place. Teacher development has emerged over the last decade as a recognised area of study. A growing body of literature (Fullan & Hargreaves, 1992; Hargreaves & Fullan, 1992; Darling-Hammond, 1994; Day, 1999) focused on teacher development. For instance, Carlgren states, “After several decades of denial of teacher knowledge, a period when teachers were seen as problems rather than problem-solvers, they were now considered as professionals - to be the solution to many of the problems” (Carlgren, 1999, p. 43).

Professional status involves the question of dimensions, or the main content of teacher professional development. Leithwood (1990) made an important contribution by conceptualizing three dimensions of teacher development: professional expertise, psychological development, and career-cycle development.

Besides, in Bell and Gilbert's research (1994, p. 493)

“teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing”.

And they identify and describe ‘three main types of development’: personal, professional and social. Furthermore, sometimes, teacher development is seen as something filling the statutory training days rather than an integral part of every teacher's career.

However, “teacher professional development is not unlike peeling an onion: there are multiple layers to be uncovered. Each layer represents specific needs that have been identified by data” (Timperley et al., 2008, p. x). The connections between each layer are not clear and simple. The boundaries of each layer are hard to define as well. At the same time, various difficulties lay on the process of teacher professional development. For instance, some research notes how difficult it is to bring about changes in teachers' preferred pedagogies (Stigler & Hiebert, 1999; Planning and Evaluation Service, 2000; King and Newmann, 2000) because teaching is a culturally embedded act and it is very difficult to change. Professional development has had very little effect on teachers' practices because most of the professional development that is available (e.g. conferences) accumulates knowledge and skills for possible future use.

Besides, teaching is special because it's dealing with students, and most of the effects from teacher or school education is irreversible, as researchers stated,

“we, the teachers are person. Those who we would teach are persons. We must meet them face to face, in a personal intercourse. This is the primary fact about education. It is one of personal relationship...we may ignore this fact; we imagine that our task is of a different order, but this will make no difference to what is actually taking place. We may act as though we were teaching arithmetic or history, in fact we are teaching people. The arithmetic or the history is merely a medium through which a

personal intercourse is established and maintained” (Macmurray, 1949, as cited in Fieding, 2007, p. 192; as cited in Frelin, 2010, p.47)

Furthermore, teacher professional development has an intimate connection with school leadership. Liethwood (1992, p.86) described teacher development as “arguably the most central function of educational leadership”. He went on to explain the difficulty school leaders face in fulfilling this function, saying: “Even school leader who acknowledge their responsibility to foster teacher development often claim that this is not a function they feel capable of performing well” (p. 86).

In short, there are conflicting definitions about what constitute a profession, and in order to be viewed as a profession, the related practice has to fulfil the certain criteria. Carlgren proposed the situation of teacher’s profession in OECD report as follows:

“So far the professionalization of teachers seems to be more rhetoric than reality. The obstacles for a professional exercise are many and growing rather than diminishing. While there is much talk about the necessity of raising teacher status and increasing the attracting of teacher profession, much of what is done points in the opposite direction (Carlgren, 1999, p. 13)

For the improving of teacher professional development, lots of work still need to be done.

### ***3.2.2 Teacher: as an adult learner in pedagogical leadership***

Learning plays a vital role in our daily life. We begin as novices, learn new skills and knowledge, and become experts. According to Illeris, “Learning can broadly be defined as any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or aging” (Illeris 2007, p. 3). Merriam and Caffarella (1999) recognised five major theoretical orientations of learning: behaviourism, cognitivism, humanism, social learning, and constructivism. Besides, Conner (1995) assumes learning to be:

- Any increase in knowledge;
- Memorizing information;

- Acquiring knowledge for practical use;
- Abstracting meaning from what we do;
- And a process that allows us to understand. (Conner, 1995, p. 7)

Adult learning is a form of learning, but with its own characters. Adult learning theorists such as Illeris, Knowles, Jarvis, Mezirow, and Tenant have increasingly made important contributions to adult learning theory over the last three decades. Smith stated “Adult Education is based on the ‘belief that people can take hold of their lives, can make changes, that they are not helpless in the face of structural forces’”. (Smith, 1994:119). And Knowles proposed the term “Andragogy” (1989: 38) as the art and science of helping adults learn. Most of the adult learning theories provide insight into how adults learn, and can help instructors or educators be more effective in their practice.

However, there is no single theory of learning that can be applied to all adults. For adults, the reasons for learning are often very different from those of younger learners. For instance, adults already have a fairly large number of knowledge and experience. Or some of them are more practical than younger learners. They often seek practical applications and uses of knowledge. Knowles made several assumptions about the needs of adult learners (Knowles et al., 2005).

- Adults learn what they need to know;
- Adults are responsible for their own learning, based on the assumption that adults have their own concept of self that is responsible for the direction of their own lives;
- The role of the learners’ experiences is also very important in the process of adult learning;
- Adult learners are they must be ready to learn; thus, it is important to schedule learning experiences to coincide with periods of readiness to learn;
- Adults are problem-centred in their orientation to learning; they are motivated to learn if they perceive that what they learn will be immediately applicable to their life or work situations
- Adult learners respond to external motivators, but internal motivation is more powerful

Teachers are the foundational component in school system. Especially in recent decades, more and more teachers have been asked to respond to various educational activities. For instance, they are required “not only to be experts in their content area, but are also expected to be fluent in child psychology, skilled in communication, execute brilliant classroom management strategies, and navigate the unrelenting gauntlet of educational politics (Beavers, 2009, p.25)”. Teachers’ unique teaching knowledge comprised of an interrelated set of knowledge and beliefs that gives direction to their actions. In order to fulfill all the responsibilities, in the career life of a teacher, a teacher should act as both teacher and adult learner.

As adult learners, teachers have their own characteristics. They do not approach learning situations as empty vessels. They have ideas about what students learn, how they learn and what they have to learn. They have assumptions about what and how to teach. These mostly implicit theories of action have a powerful effect on teacher’s learning, development and PL

We could say that teachers are adult learners in pedagogical leadership and their development is a form of adult education. Lundgren (1998) made the point that different conceptions of schooling infer “quite different school system with quite different tasks” (p. 153). As an adult learner in PL, teachers are in a process of acquiring new knowledge and skills. Under this circumstance, the role of the teacher is changing, and in this process, the focus of professional development shifts to the needs of teachers and the different contexts in which they teach and learn (King & Lawler, 2003), which adds more challenges to the implementation of PL

Besides, in general situation, it is supportive to give adult learners an opportunity to identify achievable goals which are related to their learning, make a commitment of what they will do, and provide strategies and opportunities to assess their own progress. As Whiteford said, “Perhaps the most powerful professional development happened as those in PDS (Professional Development Schools) sites planned and experimented with innovative arrangements” (Whitford, 1994, p. 86). However, teaching is always happening between teachers and students, the unique characteristics of teaching requires different assessment for teachers in PL.

### ***3.2.3 Condition of teacher as an adult learner in Czech schools***

In the Czech Republic, “There are nine groups of pedagogical/educational staff defined by the Act on Educational Staff, namely: teacher, educator, special needs teacher, psychologist, teacher responsible for leisure activities, teaching assistant, coach and pedagogical manager” (Santiago et al., 2012, p.70). The requirement for being a teacher in primary and secondary education is to have obtained a Master’s degree in specific education programmes.

As mentioned, teachers in Czech schools have high autonomy, school leaders have full responsibility for teacher appraisal. Besides, teachers’ professional development is determined by school leaders and is based on the interests of teachers, school needs and school budget rather than development needs. In 2009 and 2010, participatory discussions between MEYS and teachers began efforts to introduce teaching standards and strengthen the teaching profession. And in 2016, the government approved the career structure for teachers.

However, teacher appraisal standard is not systematically implemented for all teachers, because of the full workload of school leaders, the time for apply the appraisal standard is limited. A McKinsey survey of 650 Czech school principals revealed that school principals spent on average about 50% of their working hours on administration, 20% on communication, 10% on teaching and only 20% on educational leadership (McKinsey and Company, 2010).

In Czech schools, the importance of continuous learning of teachers is recognised in Act No. 563, teachers have an annual entitlement of 12 days to participant training for professional development. They can participate into exchange trip or some other training, but some of the teachers thought most of the trainings are not supportive, and some of them have low willing to participant further studies. In general, there are three reasons:

Firstly, low salary. Although teachers’ salaries have increased since 2000 in Czech, but compared it with the OECD average salaries, it still stays in one of the lowest level, which adds challenges for retention and recruitment teachers.

Secondly, teachers average age is old. Pont et al stated (2013) “Czech secondary teachers are older than the 2011 OECD average, with 68% at or over age 40” (p. 10). Which means most of the teachers in secondary schools are traditional.



Thirdly, inclusive education. In Czech, more and more schools are applying inclusive education. Most of the teachers need to participate in a large amount of specific trainings and courses, which makes them confused. Confusing about what is really needed in teaching? Which mean of the term is right? etc.

### **3.3 Concluding remarks**

PL was emphasized, especially in schools providing compulsory education. OECD report (2013, p. 553) showed “it is important that school leaders benefit from ongoing support to develop pedagogical leadership skills through high-quality, targeted and relevant professional development opportunities before being held accountable for pedagogical leadership”.

In Czech Republic, headteachers, a small, but pivotal group of the teaching profession, play a key role in teaching and learning through their PL and their responsibility for managing, developing and evaluating their teachers in a context of increasing complexity, greater school autonomy and accountability. A headteacher should have the capacity to fulfil his/her changing responsibilities to be pedagogical leader and to manage teachers effectively. This raises the question of how headteachers can be best prepared and supported for their role. People come to learning with preconceptions about how the world works. If teachers’ initial understanding of PL is not engaged, the present study may fail to grasp the new concepts and information that related to PL.

However, there are many gaps in understanding pedagogical leadership, especially regarding a particular school context. And the way of evaluating PL is various as well. However, the picture that emerges is beginning to show the distinct features of strong PL.

## **4 METHODOLOGY OF THE EMPIRICAL RESEARCH**

In this chapter, the methodology and reasons for making different choices for qualitative paradigm are described. The aim of the research is to explore PL in schools providing compulsory education from the cross-cultural viewpoint, or from the perspective of a “culture foreigner” concerning PL in practice.

It directs data collecting to the grounded theory, and two ways are applied, semi-structured interview and written interview. Interviews have been conducted in order to collect teachers’ and headteachers’ stories of practice and their perceptions in relation to PL. When writing from transcription of the interviews and analytically derived concepts and theories, it can become a tightrope walk to present the study in ways that satisfy the sometimes contradictory demands of rigor and readability. It is necessary to point out that concepts or theories which seem to be presented beforehand actually emerge during the study.

Specifically, this chapter has four parts. The first part is the design of this study. In this part, the reasons for choosing qualitative paradigm and method is described. The research framework and research ethics have been discussed in this part too. The second part is about the role of researcher, which includes the position of the researcher in the research process and relations between the researcher, the informants and the information. The third part introduces the procedure (three stages) and data treatment of the study (semi-structured interview, written interview and analysis or rather interpretation). The fourth part considers the validity of this study.

### **4.1 Design of the Study**

#### ***4.1.1 Qualitative paradigm***

Qualitative research takes an in-depth approach to the phenomenon it studies in order to understand it more thoroughly and it needs greater awareness of the perspectives of program participants (Weiss, 1998), and it is “a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them” (Anderson & Arsenault, 2005, p.126). Consideration of method includes choice of object of study which takes consequences

for the claims that can be made. For instance, interviews are able to provide good access to teachers' and headteachers' perception of PL. The present research adopted qualitative paradigm to explore PL in schools providing compulsory education. There are mainly two reasons to choose qualitative paradigm:

Firstly, this study aims at analysing the characteristics and dimensions of PL and finally answering the process of development of PL in selected schools. All those aspects of PL need to be researched with depth approach and detailed information about how PL is working. The qualitative paradigm of research can meet all the requirements.

Secondly, PL relates to personal behaviour and attitude of a person or a group, and it includes different stakeholders, which requires greater awareness of the program participants. The qualitative paradigm is appropriate in this manner.

About the research method, as Creswell stated "Biography, phenomenology, grounded theory, ethnography, and case study" (Creswell, 1998, p. 65) comprise the traditional dimensions of qualitative research. The research method used in this dissertation is grounded theory. Grounded theory, which was developed by Glaser and Strauss, has become increasingly popular in recent years. Many grounded theory research are often qualitative research (Glaser, 2007) of a particular phenomenon. In contrast to a deductive approach to theory development, grounded theory researchers employ an inductive way of theory development which is grounded in data systematically gathered and analysed (Anderson & Arsenault, 2005).

In a grounded theory study, various types of data sources can be used, such as interviews, observations, videos, journals, diaries, drawings, internal documents and so on (Corbin & Strauss, 2015). And there are various ways to analyse the data in a grounded theory study, for instance, in Birks and Mill's research, the essential grounded theory methods includes: Initial coding and categorization of data, concurrent data generation or collection and analysis, writing memos, theoretical sampling, constant comparative analysis, theoretical sensitivity, intermediate coding, identifying a core category, advanced coding and theoretical integration and generating theory (Birks & Mills, 2015, p.10).

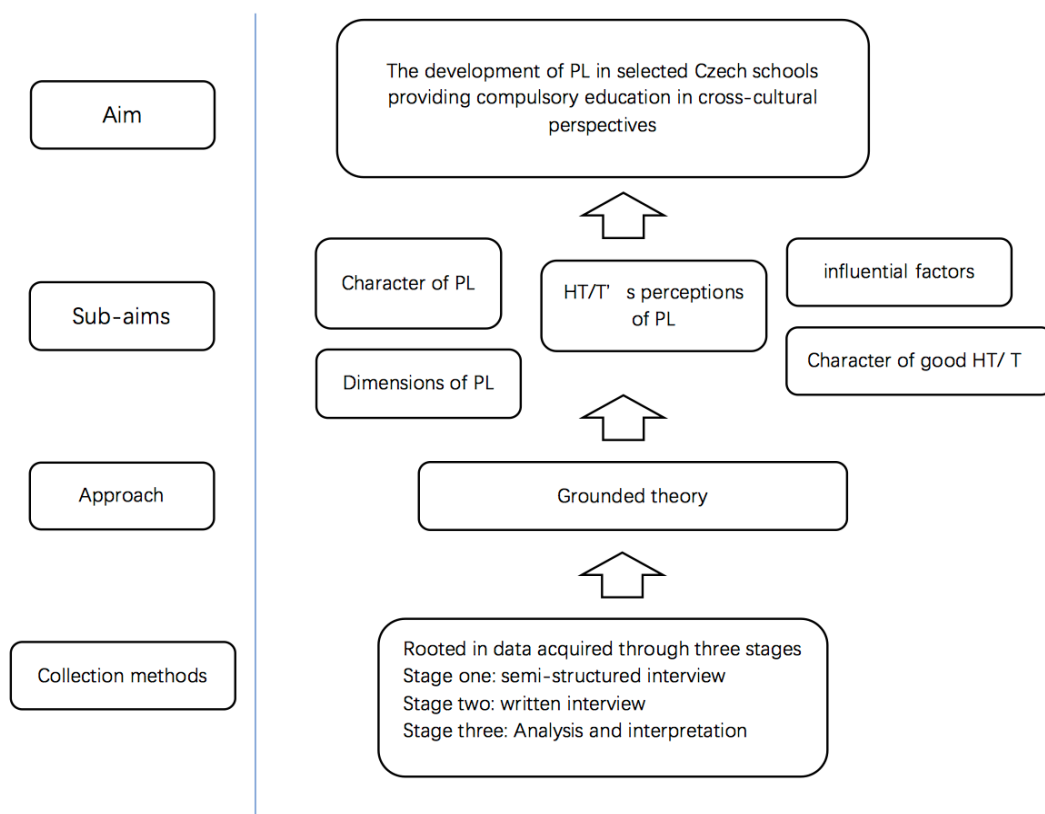
Through the grounded theory approach, the research attempts to explicate PL in schools providing compulsory education and the general strategy process of PL; to develop theories from data collected through semi-structured interview and written interview; to offer new insights into pedagogical leadership, and to build strong and

effective PL in schools providing compulsory education.

### 4.1.2 Outline of the design

Diagram 4.1 shows the outline of the design. Aims and sub-aims have been mentioned in Chapter 1. The approach is grounded theory, which is the main research method of this study. The data collection methods include semi-structured interview, written interview and analysis and interpretation, which is further discussed in the following section.

**Diagram 4.1 Outline of the design**



### 4.1.3 Ethical matters

Research ethics are an indispensable part of research considerations. In this research, the following procedures were taken to ensure that the study is ethical.

First, confidentiality has been maintained in this research. The identity of the

participants has been kept anonymous. The researcher used aliases for all the persons mentioned and replaced details such as names of places with artificial designations such as X-town.

Second, the participants were informed of the purpose of the study and were aware that all participation was voluntary and that they were free to discontinue their participation at any time.

Third, the participants' right to privacy was respected. Agreement from the participants was acquired before recordings and videotaping were made.

## **4.2 Position of the researcher**

Qualitative studies do not usually start from a strict theory or model the role of the researcher needs to be discussed from the very beginning. Positioning oneself as a researcher in the study, as well as being part of the study is everyday questions faced by researchers during the process of research. According to relevant studies, researcher's positioning includes personal characteristics, such as gender, race, affiliation, age, sexual orientation, immigration status, personal experiences, linguistic tradition, beliefs, biases, preferences, theoretical, political and ideological stances, and emotional responses to participants (Bradbury-Jones, 2007; Finlay, 2000; Hamzeh & Oliver, 2010; Horsburgh, 2003; Kosygina, 2005; Padgett, 2008; Primeau, 2003). And these positions of researcher may impact the research in various ways, for instance, the respondents may be more willing to share their experiences with a researcher having the same experiences or being potentially helpful and sympathetic to their situation. However, bringing the researcher's self-involvement into the research carries risks, such as it may blocks hearing other voices (Cloke, et al., 2000). As Finlay (2000) stated "I had to guard against assuming that my participants and I shared the same language ... if I failed to do so, I might have missed the point" (p. 537).

Apart from this, the world view and background of the researcher affect the way in which he/she understands the information gathered from the participants and thus may shape the findings of the research. As Horsburgh (2003) posited that

"Given that the researcher is intimately involved in both the process and product of the research enterprise, it is necessary for the reader to evaluate the extent to which

an author identifies and explicates their involvement and its potential or actual effect upon the findings. ” (p. 309).

In a grounded theory study, Birks and Mills (2011) proposed four questions to guide researcher with the position as a grounded theorist and help them better participate in the process of data gathering and analysing. The questions are as follows (p. 50),

- How do we define our self?
- What is the nature of reality?
- What can be the relationship between researcher and participants?
- How do we know the world, or gain knowledge of it?

In this study, the researcher tries to think about the various roles that she plays in daily life, she considers herself a daughter, an aunt, a student and a novice researcher. While listening to the stories of the participants and analysing them later, then the second round visiting came into the researcher’s mind. Her own struggle with some issues was inevitable. For instance, how should she involve in the interview? how far should she go in particular circumstance? It requires a constant deliberate effort to maintain the distance between her and them. It is crucial to secure that she lets participants tell their own stories rather than ‘push’ them to some certain issues. But it doesn’t mean to ignore the role of researcher. What the researcher tries to say is based on the structure of the interview the researcher should try to give more space to the participants to gather data. As Creswell (2007) reported, the researcher’s finding should be based on self-reflection and the manner it is interpreted, which could shape the interpretation.

Hence, the position regarding this study is collecting and analysing data about the people involved in PL according to a culture foreigner of Czech schools. As a result, the researcher is able to verify the headteachers’ and teachers’ perception of PL, and the main characteristics of PL. Finally, the development of PL in schools providing compulsory education will be enhanced for excellent school achievement.

### **4.3 Procedure and data treatment**

Qualitative research, as Miles and Huberman (1994) wrote, it is a process “no longer just dealing with observation, but also with observation, and are connecting the two with successive layers of inferential glue” (p. 261). In this section, the author gives a description of data collection, data management and data analysis.

#### ***4.3.1 Data collection***

In order to fulfil the research aims, this research design is applied in three stages.

The first stage of the research is to explore the characteristics, dimensions and delivery methods of PL and headteacher and teacher’s perceptions of it. In this stage, data was collected by semi-structured interview with the headteachers, his/her deputies and other relevant stakeholders from five schools in Olomouc region. The interviews, lasted from 40 to 70 minutes but most of them were about one hour, which was the time stated in advance.

The specifics of these interviews were conducted in English language (the essential criterion for choosing participants was their ability to speak English language on B2 or higher levels. In this way, the results are not monoculture rooted as because the researcher’s role of “cultural foreigners” will prevent it. This stage lasted for 5 months, from June to October 2016. The results of this stage serve as a foundation for the second stage of the study.

#### ***Interview outline***

Charmaz (2006, p.26) argued that a few broad, open-ended and non-judgmental questions can encourage stories to emerge. Besides, as an outlander of Czech culture, which gives advances to the researcher to ask “stupid” questions about Czech schools and enables the researcher to get to the root of the matters.

The interview outline for headteacher, his/her deputies and teachers are different (Details see Appendix A). Their management responsibilities consist of three parts (Interview I). The first part is the basic information of the participates, the brief introduction of the present study, and the consents to be interviewed. Apart from this, one of the most important thing in this stage is to calm down the participants, even though all the selected participants are able to speak English on B2 level and above,

some of them still felt unconfident about their English or worried about their answer is a “wrong”, so the researcher told them two basic rules before the interview:

- If you don't understand the meaning of some words, stop and tell me;
- If you don't know the word in English, you can write it down in Czech.

And these two basic rules helped a lot in the process of interview.

The second part is about teacher development, and how to apply PL in schools. Besides, some sub-questions were asked when participants are willing to talk about other related issues. The third part of the interview is about headteacher's professional development and their difficulties in leading schools.

The interview outline for teachers (Interview II, details see Appendix A) shared the same framework. The first part is almost as same as that of Interview I. The second part of Interview II is about teachers' professional development and the delivery methods of PL. The third part of this interview is related to teachers' perception of PL and dimensions of PL.

### ***Second interviews***

The purpose of the second interview was to clarify and complement information from the first interview. As the researcher wanted participants to feel free to share their ideas, the researcher emphasized that all the data is coded and there will be no information about identification. The interval between two interviews is around three months, while only one interval is longer than a year (the first interview with this participant was in Dec. 2014, at the very beginning of this study).

In the second interview, the researcher asked follow-up questions in order to pursue the reasons for their behaviours, and asked questions about new themes based on the first interview. Unfortunately, not all the participants agreed to have second interview because of busy schedule and other reasons.

The second stage tries to answer which dimension of PL are working more effectively in selected school and the process of development of PL and its features will be answered.

In this stage, data was collected by written interview. The interview questions



combined the research outcomes of the first stage with one questionnaire: Evaluation of educational institution's quality (developed in the project Leadership and Quality of Educational Institutions; coordinated by associate professor S. Gento Palacios). The written interview in Czech (in the same regions in which the first stage of the research was conducted) will help to clarify the performance of dimensions of PL in selected Czech schools providing compulsory school education. This stage calls for intensive translation, data administration, treatment and interpretation activities. This stage lasted for 4 months, from November 2016 to February 2017.

The third stage of the study focused on the analysis and interpretation of the data. The research question: what is the process of PL development in particular Czech schools providing compulsory education will be answered from cross-cultural perspectives. The character of this stage can be described as bidirectional. On the one hand, it serves as the monitor of the current relevant literature, national and international research findings, existing documents of Czech educational policy, resulting in providing updated theoretical framework for PL; On the other hand, this stage can be seen as a conclusion one and the results of previous stages. The first draft of dissertation will be complemented. Its duration cover the length of the research (i.e. June 2015 – April 2016).

### ***Descriptions of the participants***

The following Table (4.1) showed the basic information of the participants

**Table 4.1 Basic information about participants**

<b>Participants</b>	<b>Gender</b>	<b>Sector</b>	<b>working experience (Years)</b>
H1	Male	Director	12
H2	Female	Headmistress	13
H3	Female	Deputy	10
H4	Male	Headteacher	15
H5	Male	Headteacher	12
T1	Female	Teacher	10
T2	Female	Teacher	9
T3	Female	Teacher	6

T4	Female	Teacher	7
T5	Male	Teacher	6

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### *Reflections on the interview*

There are many factors and conditions influencing the interview. The whole process can be regarded as a collaboration between the researcher and participants. We talked about the selected questions, problems and shared our ideas. Although the participants are, for the most part, older and more experienced than the researcher, both in teaching and management, the researcher is a “taker” in their community.

Besides, working as a cultural outsider gives the researcher advantages to ask “stupid” questions, but it is still a big challenge to her. Sometimes, she can’t get the meanings underlying the spoken words, for example, when one participant said, “my friend always makes jokes about my job, ‘you’re a teacher’ you know, teacher” the researcher feel confused about this type of expressions. And the researcher doesn’t know some common perception of a situation that the participant thought the researcher should know, but she didn’t. This is one of the biggest limitation during the interview. Furthermore, during the interview, sometimes the researcher asked questions out of her own curiosity, even if they were beside the purpose of this research. she tried to attain a positive atmosphere where the participant felt comfortable to share their thoughts which add more works in the process of data management.

#### *4.3.2 Data management and analysis*

According to Corbin and Strauss (2015), the analysis of data, which goes throughout the research, is an art and a science, and involves interpretation. Denscombe (2007: 298–299) offers sound advice on the organisation and storage of data,

“**First and foremost**, back-up copies should be made of all original materials. Label the raw data-recordings, field notes, original documents – to identify their source, copy them and store the originals carefully in a separate location from the working copies, using the back-up copies for analysis. **Second**, as far as possible, all materials should be collated and organised in a compatible format. For example, use the same software templates for all text files. This is important whether using paper-based

methods of analysis or electronic packages. Standardised formats allow for easier analysis across data sets. **Third**, where possible, the data should be collated in a way that allows researchers' notes and comments to be added alongside at a later stage. Set up your field notebook – paper or electronic – with a wide right-hand margin. Where line-by-line analysis of text is to be carried out, number each line and leave a wide right-hand margin for notes. Alternatively, insert text data into a table with extra columns added for labelling and annotation.”

To keep the accuracy of the data, in present study, data collected through interview was transcribed immediately after the interview. And all the transcriptions of interview were sent to the participant for review and corrections. Once again it was emphasized that the participants were free to remove, add or change the material. Written interview was filed and kept in folders. To ensure confidentiality, the name of all the participants and name of all school were coded as well.

It's worth mentioning that besides manage the “spoken words” and “written words”, gestures and body language are both important in the interview. However, this might be subjective. What participant omits to say maybe regarded as important. For recording and analysing the non-spoken data, field note or memo were used.

### ***Data analysis***

The process of analysis seeks to “explain the nature of the thing being studied” to arrive at general principles which can be applied elsewhere to other situations (Denscombe, 2007: 256). In other words, analysis “involves the study of complex things to identify their basic elements. It calls on the researcher to discover the key components or general principles underlying a particular phenomenon so that these can be used to provide a clearer understanding of that thing” (Denscombe, 2007: 106). The process of analysis in qualitative studies is not constrained to the time after the collection of data, but starts earlier in the process. It's a process as Seidel (1998, p.1) wrote, “noticing, collecting and thinking about interesting things”.

In grounded theory studies, there are two rules in data analysis, “the first of these is that everything is a concept...the second rule is that data analysis needs to proceed in relation to the research question, aims and unit of analysis planned for in the initial research design” (Birks & Mills, 2015, p. 86). However, there are some disagreement about how to analyse the data. Glaser (1978) and Charmaz (1995) identified a

two-step coding process in data analysis. Besides, Strauss and Corbin proposed three steps of analysis. (Strauss & Corbin, 2015). Furthermore, Birks and Mills proposed ten (2015, p.10) steps of data analysis.

In accord with procedures outlined by Strauss and Corbin the following coding procedures were implemented in the current study: open coding, axial coding, and selective coding. In this section I give a description of the analysis process in present study, starting from explaining constant comparative analysis, coding and then move on to the generating of theory.

### ***Constant comparative analysis***

Glaser and Strauss stated “The purpose of the constant comparative method of joint coding and analysis is to generate theory more systematically ... by using explicit coding and analytic procedures” (Glaser & Strauss, 1967, p. 102). And “The constant comparative method is designed to aid the analyst ... in generating a theory that is integrated, consistent, plausible, close to the data” (Glaser & Strauss, 1967, p. 103). The constant comparative analysis is used to develop concepts from the data by coding and analysing. The process of comparative analysis is called “cumulative nature of knowledge and theory” (Glaser & Strauss, 1967, p. 35). And it incorporates four stages:

“comparing incidents applicable to each category; integrating categories and their properties; delimiting the theory, and writing the theory” (Glaser & Strauss, 1967, p. 105).

Therefore, this method is comparative because it involves, first, systematic comparison of every code to each other in coding, especially in opening coding. The researcher would actually begin analysis after the first interview through memo writing and constant comparative method. Second, this method is constant because every single code in each stage of coding need constant comparison to find the similarities and differences. Third, this method calls for intensive work, researcher is constantly involved in the whole process.

This process of constant comparison was employed throughout the present study. Analysis from open coding until generate theory was integrated at the stage of theoretical development. I used statements or opinions from participants as the

“evidence” to build up theories. In the first two interviews, I compared “evidence” during the process of coding within and between interviews. The goal was to find their similarity or dissimilarity, and then put them to the existing categories or create a new category for them.

### ***Coding***

Fielding (2002) used the term “coding” generically when he noted

“‘Coding’ is fundamental to qualitative data analysis. The corpus has to be divided into segments and these segments assigned codes ... which relate to the analytic themes being developed. Researchers aim for codes which capture some essential quality of the segment, and which apply to other segments too.” (2002: 163)

Coding is an active process drawn from the substantive area of research itself, researcher’s knowledge and experience. In present study, three types of coding are applied: open coding, axial coding and selective coding.

### ***Open coding***

To build concepts from interview, we need to open the transcriptions of interview and expose the meaning, idea and thoughts in it. One of the processes of analysing textual content is open coding. The process of open coding of data is the first step in grounded theory analysis. It is used to fracture the data (Glaser & Strauss, 1967) or break the data down into parts, to compare incident to incident, name apparent phenomena and begin comparison between the codes applied. Besides, open coding is a particularly reflexive activity (Strauss & Corbin, 1990) whereby the researcher needs to constantly inspect him/herself about the previous decisions. Strauss (1987) explained that the more detailed the analysis the less the chance of missing categories and the greater the chance of discovering appropriate categories and reaching theory. Open coding is often undertaken by analysing transcriptions, or field notes (memo), line by line (Glaser, 1978).

Memo writing is an important part of open coding and in the whole coding process. In working with data, the research extracts meaning, concepts and categories using a process of interpretation, memo writing enables the researcher to articulate,

explore and question or reflection these interpretations as already engage with the data (Birks et al., 2008). Charmaz (2014) recognized the power that writing gives the researcher and specifically the value of memo writing. However, memo writing can't be scheduled, when it occurs, the researcher should stop what he/she is doing and writes memo. In present study, the researcher did open coding line by line, one of the examples is followed (Table 4.2).

Q1. Can you tell me, how do you understand teacher development or teacher growth?  
 Transcript from interviews with teachers.

**Table 4.2 Open codes for RQ 1**

Open code	Properties	Examples of participants' words
Older generation of teacher	More than 15 years teaching experience; The content of learning was different when they were in University;	"The main problem is probably that I am the older generation of teacher" "let's say the knowledge and image of what professional development (PD) should look like is different from the young generation"
The requirements for teachers in changing	Describe the new responsibilities and requirements of teacher in new era	"It's difficult to concentrate on the field that your expertise. You know, now you have to know everything, they wanted you to know everything"
Built skill or knowledge	Describe the issues of teachers need to have before or during teaching;	"Then you are ready to go and teach. The only PD should be in the fields that you teach, like, for example, if you teach kids with mental or hearing problems, so you should develop or built your skill or knowledge in that field"
Student teacher training system	University education; Aim to prepare future teacher;	"Yes, I had to study the university the second time, for another five years to get the diploma in English which was waste of my time, waste of money"
Pressure from inclusive education	Describe the pressures which comes from inclusive education;	"But now, with all the kids come to schools now. It's difficult to concentrate on the field that your expertise. You know, now you have to know everything, they wanted you to know everything" "So why should I study like in psychology faculty twice. You know, so this is the scale that count to school and its out pressure on the teachers"

**Memo:**

what a good teacher preparing or training systems should look like? For the university education, it is impossible to teach everything, teacher development is not formal education, "document-person", it should include "person-person" type as well.

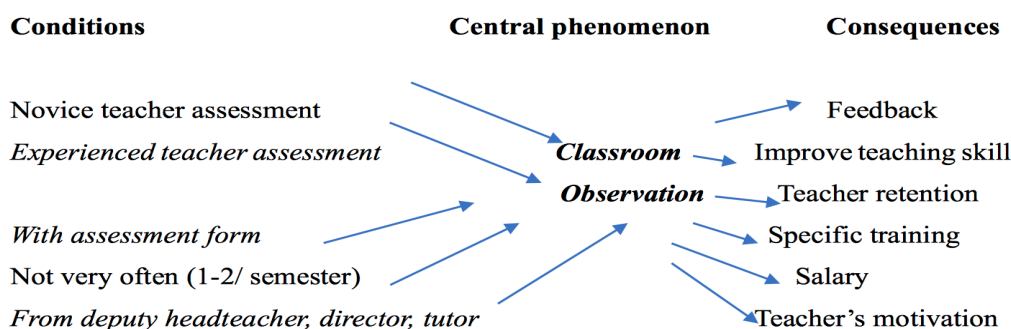
Who is able to decide all the requirements for teachers? The standard of a "good" is changing, not only with the time, but also depends on who is running assessment. Should we think about a question "is it possible to give all the things teachers need", even if someone or somewhere have everything, teacher, he/ she need to have willing to receive, do they want to be good? What is good in their eye? If the good in their eyes is not consistent with assessment standard, what should we do, which side should we follow?

***Axial coding***

Axial coding is defined by Strauss and Corbin (1990, p. 96) “a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories”. This process is used to make connections between categories and sub-categories and allows a conceptual framework to emerge. Strauss recommended that beginning analysts use a coding paradigm, which is a reminder to code according to what he calls “paradigm items” (p. 27), such as causes, context, contingencies, consequences, covariance and conditions.

In present study, axial coding was applied after open coding, all the codes were carefully checked and linked by “paradigm conditions” The following is one of the examples (Figure 4.1).

**Figure 4.1 Axial coding for classroom observation**



***Selective coding***

From open coding, axial coding to selective coding, is an interrelated process, Hunter et al. (2011) explained in this process: “Concepts, categories and sub-categories are continually subjected to questions and comparisons, with the aim of identifying the core category and its links with the others” (p. 10). The process of selective coding identified the core category. It was this category that linked all the data together and helped to provide an explanation of how every concepts and categories are organised. Glaser places at the heart of grounded theory analysis, he generalizes a core category: “it has grab; it is often a high impact dependent variable of great importance; it is hard to resist; it happens automatically with ease. Researchers tend to see their core category everywhere” (2007, p.14). LaRossa (2005)

equated the core category with the research study’s “main story” (p. 850).

Once the core category has been identified, the researcher is then able to move to selective coding, it’s a more focused, narrow coding. In this way, researcher is able to shape their grounded theory and refine the fully theoretical structure. Whereby developing the overall level of theory. Furthermore, at this stage, the researcher is naturally progressing to the generation of theory, as discussed in the following section.

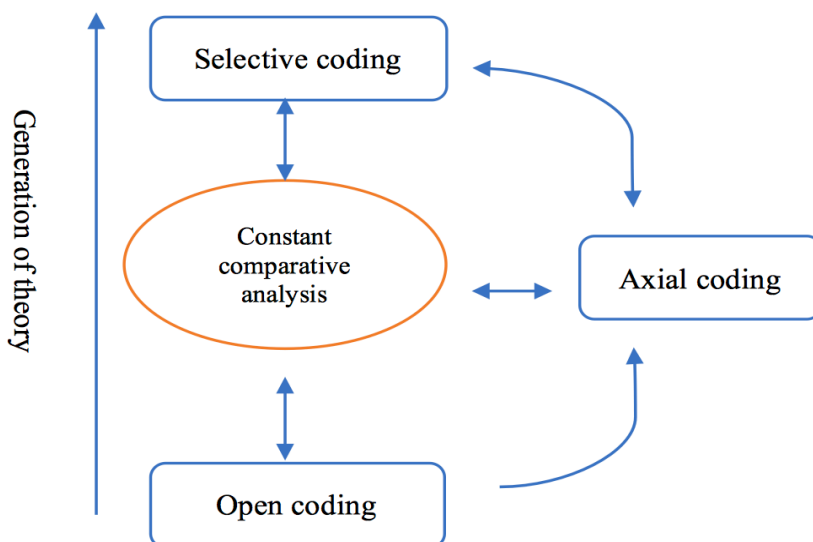
***The generation of theory***

Glaser and Strauss (1967) stipulated two elements of generated theory: “conceptual categories and their conceptual properties; and second, hypotheses or generalized relations among the categories and their properties” (p. 35). Corbin and Strauss (2008) explained:

Theory building is a process of going from raw data, thinking about that raw data, delineating concepts to stand for raw data, then making statements of relationship about those concepts linking them all together into a theoretical whole, and at every step along the way recording that analysis in memos. (p. 106)

In grounded theory study, the generation of theory can be illustrated as follows

**Diagram 4.2 The generation of theory**





A researcher in grounded theory must be aware of the entire process from the beginning of the data collection through the generation of theory. It means the “main story line” of the theory involves data collection, coding and analysis. Besides, the “main actors” (core category), “main conflicts” (connections of core category), “setting” (social context), “actor's lines” (memo and reflections) need be carefully organized as well.

#### **4.4 Validity of the research**

##### ***Triangulation***

Triangulation refers to the use of multiple data sources, data collection methods and theories to validate research findings. It is very useful in qualitative studies to help eliminate bias and detect errors or anomalies (Anderson & Arsenault, 2005). Webb et al., suggested: “Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. The most persuasive evidence comes through a triangulation of measurement processes” (Webb et al., 1966, p.3)

The process of triangulation is employed in the current study. Firstly, two data collection methods are utilized including semi-structured interview and written interview. Secondly, the data are acquired from multiple sources such as headteacher, deputy headteacher, coordinators and teachers.

##### ***Member checking***

The trustworthiness of results is the bedrock of high-quality qualitative research. Member checking, also known as participant or respondent validation, is an important method for exploring the credibility of results. In this research, member checking will be carried out in two ways. First, after the interviews, the transcripts of the interviews were provided to the participants to ensure the accuracy of the transcripts. Second, when the preliminary report was formed, the copy of the draft was sent back to participants, and the participants were asked to question the inferences.

## 5 RESEARCH RESULTS

Both teachers and headteachers can be said to be involved in the activities of teaching and learning, but their roles and the content of their teaching and learning differ to a large extent. The analysis of the empirical data has resulted in different categorizations or aspects of PL in schools providing compulsory education. The purpose of this chapter is to map the main characteristics of PL. It provides an understanding of the participants' professional concerns expressed in teaching or leading practice regarding their relationship of PL. What do they want to attain through practice, how do they choose to act, and why do they choose to act as such ?

Based on the research results which have been presented in this chapter, the following research questions have been responded to:

- What is the characteristics of PL (from the perspective of different stakeholders) in particular Czech schools that provide compulsory school education?
- What factors are influencing the development of PL in these Czech schools?
- What characteristics does a good headteacher or a good teacher possess in terms of PL, from the perspective of different stakeholders?

Specifically, two paradigms were concluded in this chapter, coding paradigm for PL from teachers' perspective and coding paradigm for PL from headteachers' perspective. In each paradigm, six components were included. Conditions can exist as causal, intervening and contextual. Causal conditions "refer to factors that lead to the occurrence of the phenomenon, the subject under study" (Hage, 2007, p.68). Intervening conditions "refer to a broad host of factors that can bear down upon the phenomena" (Hage, 2007, p.80). They are those conditions that "mitigate or otherwise impact causal conditions on phenomena" (Strauss & Corbin, 1998, p. 131). Contextual conditions are the "specific set of conditions (patterns of conditions) that intersect dimensionally at this time and place to create a set of circumstances or problems to which persons respond through actions/interactions" (Strauss & Corbin, 1998, p. 132). Actions and interactions are "processes that are facilitated and constrained under given

conditions” (Hage, 2007, p.86). Finally, consequences refer to the outcome of the phenomena as they are engaged through action and interaction strategies.

## 5.1 Pedagogical leadership from the teachers’ perspective

Schools are places where teachers can teach and acquire teaching experiences. Many teachers would like to answer, “experience!”, when they were asked about the most important thing in teaching. And being inexperienced when others are experts, would possibly be considered the worst. Participants of present study described their experience in schools and in PL, which interacting with each other. In the following section, the researcher has elaborated the participants’ understanding of, and practices in response to, PL.

### 5.1.1 Coding paradigm for teachers

Diagram 5.1 shows the coding paradigm for teachers in schools providing compulsory education. Six components were involved in this coding paradigm at different extents. And the details of each component were discussed as followed.

#### *Contextual factors*

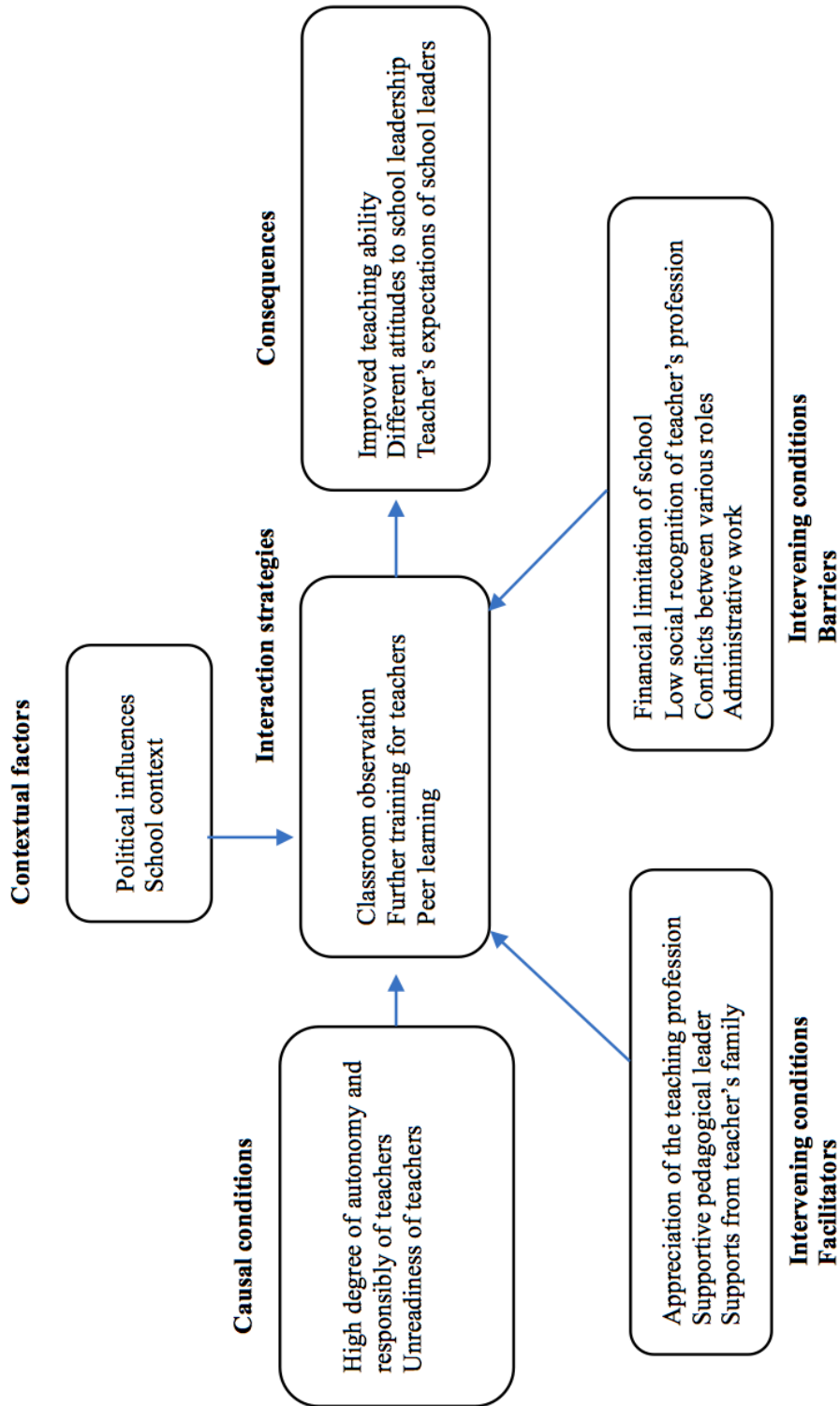
Contextual factors included political influence and school context (see Table 5.1).

**Table 5.1** Contextual factors of coding paradigm for teachers

Categories	Subcategories	Properties
Political influence	Different attention to schools The connotation of terminologies has been changed several times	- Describe the ways how political factors affect school education
School context	The size of schools, Specialty of school Pupils with special needs	- Background of school - Specialty of school

Diagram 5.1 Pedagogical leadership from teachers' perspective

**Diagram 5.1 pedagogical leadership from teachers' perspective**



There were two subcategories for political influence: different attention to schools and the connotation of terminologies has been changed several times. During the interview, participants mentioned that Czech schools were under the political influence and had been affected a lot by political factors. Specifically, different political parties had different policies for schools, if the school leaders shared the same political party with town council, their schools would get more attention. As one of the participants (T1) said

*“if we talk about the town council, it’s all the political thing. So, it’s really depends on what the political party the council is in. then, they might or might not pay attention to what going on in the school”*

*“school shouldn’t not be affected by the political. But it is affected by political so much right now. Even worse than the communist time”*

*“But now you know nothing about how to say, and what you’re allowed to say. Because you don’t know who is belonging to who out there”*

Besides, the rapid change of the terminology added more difficulties to teachers as well, especially to the “older generation” teachers. Participants also have been expressed their concerns as followed.

*“So, it’s really the terminology we have to know. It’s not political, it is a monster, you know, because you don’t know what to say. I have experience of changing terminology of third times. So, I’m not able to remember all of that. And it’s getting less and less exact. You can’t tell a thing a right name anymore.” (Participant T1)*

*“For the young teachers, this is not the main problems, because they haven’t been through all the changes. They are taught the terminology now, and they don’t know the old terminology, but for us, it’s so difficult. And most of the teachers, teaching at school now are at my age, not young teachers.” (Participant T1).*

For the school context, the following subcategories were mentioned by participants: the size of schools, specialty of schools and pupils with special needs. Specialty of schools refers to schools with a specific focus, as T2 said,

*“our school focused on computer skills. So, there is opportunity to send our students to computer room and search something about English study, we have some computer programme aim to practice English” (Participant T2)*

Apart from this, pupils with special needs and inclusive education are important components of school context. As a participant said,

*“Because of the specific position of our school, we have 9 classes of kids with special needs, and 9 classes, let’s say normal kids” (Participant T1).*

*Ok, this school is special, I mean we got classes with children with some difficulties... (Participant T2)*

However, according to the functions, political influence and school context can be considered as facilitators or barriers of PL from teachers’ perspectives, which will be discussed later.

### ***Causal conditions***

**Table 5.9** Causal conditions of coding paradigm for teachers

<b>Categories</b>	<b>Subcategories</b>	<b>Properties</b>
High degree of autonomy and responsibility of teachers	Responsible for student outcomes Responsible for self-development	- Descriptions of teachers’ responsibilities
Unreadiness of teachers	Gap between theory and practice Novice teacher training Experienced teacher development	- Descriptions of the difficulties of teacher preparation - Descriptions of the preparation for different teachers

High degree of autonomy and responsibilities of teachers and unreadiness of teachers were considered as the causal conditions of PL from the teachers’ perspective (see Table 5.2).

Teachers in Czech schools have high autonomy nowadays, but more and more expectations from the public, educational authorities, parents of students, teachers,

students and so on have added more responsibilities to them. As researchers have indicated that “In international comparison, the average socio-economic background of students at a school is very strongly associated with the school's average performance and educational mobility rates are the lowest in the OECD” (Shewbridge et al., 2016, p.3), to be more responsible for students’ outcome, teacher development and applying new educational policies are urgent in Czech schools.

For teacher preparation, it refers to keeping teachers in a comfortable teaching situation. The fact that the teachers not well prepared can be explained in two ways. Firstly, from the aspect of novice teachers, they didn’t have much teaching experience, and what they learned in universities was different from what they were facing in practice. In other words, there are gaps between theory and practices, as one of the participants said:

*“I’m young, I don’t have many experience...It’s very difficult for me to communicate with students, I have very young pupil, but with some other students, sometimes it’s ok, sometimes it’s difficult. I need to study all the time, I’m not perfect teacher, it’s necessary to study”.* (Participant T3)

*“because my pupils are 14 or 15, teenagers, it’s very critical time, it’s terrible, this year is terrible, every day, problems, they have very bad relationships ”* (Participant T3)

Secondly, from the aspect of the experienced teachers, “unreadiness” refers to the fact that experienced teachers were not well prepared in the implementation process of new educational reform. Some of the experienced teachers were confused about it, and they had no idea about what should be done, as participant T1 said,

*“But now, all the kids come to schools now. It’s difficult to concentrate on the field that your expertise. You know, now you have to know everything, they wanted you to know everything...With all the scale now, because we don’t know what to do... But now you know nothing about how to say, and what you’re allowed to say. Because you don’t know who is belonging to who out there ...”* (Participant T1).

Apart from this, it also refers to solving new problems faced by experienced teachers, as participant T2 said,

*“It’s a question about motivation again because of children sometimes they feel very oppressed towards learning, towards doing something in the lesson, I need to find a good way to motivate them to study ... (Participant T2)*

**Interaction strategies**

Practices aimed at attaining good achievement includes actions or strategies which were taken to ensure that all the stakeholders perceive the practice as effective. PL does not only exist as a concept, but has its own strategies and it’s different within different context. Teachers in this study perceived PL mainly in the following ways: classroom observation, further training for teachers and peer learning (see Table 5.3).

**Table 5.3** Interaction strategies of coding paradigm for teachers

Categories	Subcategories	Properties
Classroom observation	Evaluation of classroom teaching	- Describe the classroom observation
	Frequency of observation	
	Responsible person of observation	
	Criteria of observation	
Further training for teachers	Content of training	- One of the ways of teacher development
	Frequency of training	
	Forms of training	- Describe the situations of teacher training
	Teachers’ attitude towards training	
	Training fee	
Limitation factors		
Peer learning	Between novice teachers and experienced teachers	- Describe the situations of peer learning
	Between teachers and headteachers	
	Between teachers and their friends and families	
	Between teachers in different schools	

Classroom observation was considered as one of the main interaction strategies for applying PL in schools providing compulsory education from the teachers’ perspective. All the participants mentioned it during interview (Details see Appendix B, Table 5.3.1), and it was widely accepted by teachers and headteachers as a way to evaluate teaching. For the frequency of classroom observation, according to the participants, it happened 1-2 times in one academic year. Headteachers, deputy headteachers and head of a



department were responsible for it. As participant (T1) reported, a scale was used to assess teachers' performance during the classroom observation, which included three parts: teaching methods, content of the lesson and appraiser's review. This kind of scale often came from headteachers' office, and all the details of the scale were decided by headteachers and their management teams.

*"There are several points they need to evaluate, you know, it is written, it's like follow the rules, so it's the methodology you use, the concepts, the context of the lesson, everything. This is a small school, we know each other, it's more or less like friendly talk after that" (Participant T1)*

Although classroom observation was widely accepted by all stakeholders, it did happen within an unnatural situation. But the key point is that it offered constructive feedback and suggestions to teacher's teaching, and provided an ongoing communication.

Further training for teachers was considered as one of the supportive pedagogical strategies to improve teaching by participants while comparing it with classroom observation (Details see Appendix B, Table 5.3.2). However, it doesn't mean that classroom observation is not supportive; on the contrary as an effective way to evaluate teaching, it is supportive in a different way.

Further training for teachers in Czech schools is not a compulsory activity, and in this study, participants reported several ways, including not only in-service training, such as courses, seminars and conferences which were provided by the third party (such as NÚV.), but also lectures and consultations inside the school.

*"We invite some experts to give our lectures. There are some lectures generally by the department of education, so we have opportunities to search the internet and different courses are available in the internet" (Participant T2).*

*"Professional organisation provide specific training lessons (e.g. VUP), institutions, programs etc." (Participant T4).*

Teachers choose to participant trainings according to their interests and needs, but they were not absolutely free to make choices. they need to found someone who is able to cover their lesson, and to made agreement with headteachers. Therefore, most of the

participants preferred 2-3 days' short term training. As for the training fee, it was paid by both parties, schools and teachers, depending on the financial situation of the school and on the headteacher's decision.

Apart from this, there are some factors influencing teachers' training that were reported by participants such as training fee and topic of the training. And those factors affected teachers' decision about whether to take part in the trainings.

*"They have no money for it. Probably, if I ask, they would be willing to give me the time, but I can't do that without money. You know, three of us are here, if each of us wanted to go aboard, once a year, no money. We can cover for each other it's not the biggest problem. The problem is the money"* (Participant T1)

*"It's possible to participate in, the problem is topic. Sometimes, there is some topics I need to know, so I participate in, there are possibilities, but not so many"* (Participant T3)

*"And all these trainings, seminars or courses are focus on inclusive education, that you know, let's get all the kids together in one school"* (Participant T1).

### ***Peer learning***

Since each school year brings new students to teachers, teaching is a job that requires continuous growth. Peer learning is an essential part of learning, and it's a spontaneous process for teachers. In this study, subcategories of peer learning involved learning between novice teachers and experienced teachers, between teachers and headteachers, between teachers and their friends and that between families and teachers in different schools (Details see Appendix B, Table 5.3.3). Participants considered peer learning as the most common method to improve teaching skills. Both approaches of knowledge were included in peer learning, explicit and tacit, but peer learning helped more of the grow of tacit knowledge, which indicated teaching experience. As one participant explained,

*"xx, who has lots of experience in children with difficulties or special needs, so I am learning from her. She is very good, so when I have problem I discuss it with her or with other colleagues. And sometimes I just need to sit and watch how they deal with students."* (Participant T3)

It is worth noting that the involvement of headteacher was not extensive in peer learning. Based on the interview, teachers perceived it as a supportive action from the headteachers only when a mentor or a tutor was officially pointed to them.

**Intervening conditions: facilitators**

During the implementation process of interaction strategies of PL, there are some factors to boost its effectivity, which are called facilitators. In this study, facilitators include appreciation of the teaching profession, supportive pedagogical leaders and supports from teacher’s family (see Table 5.4).

**Table 5.4** Intervening conditions of coding paradigm for teachers: facilitators

Categories	Subcategories	Properties
Appreciation of the teaching profession	Make extra money	- Describe the good sides of being a teacher
	Teaching is stimulating	
	Teaching is emotional	- Describe the nature of teaching
	Teaching is enjoyable	
Supportive pedagogical leader	Teaching is a rewarding job	
	Acquaintance with teachers	- Describe the characteristics of an effective pedagogical leader
	Providing opportunities of further education	
	Helping teachers with their work	
Supports from teacher’s family	Easy-going personality	
	Happy marriage	- Describe the family factors which are supportive to teachers’ development
	Good financial situation	
	Supportive family members	

Participants explained their appreciation of working as a teacher as followed (Details see Appendix B, Table 5.4.1). Money is one thing, so is the characteristic of this job. Teaching itself is meaningful, and it was considered as a stimulating, an emotional, an enjoyable and a rewarding job by the participants.

*“If I wasn’t a English teacher, I wouldn’t able to make some extra job and extra money. You know, I am. So I can support my son” (Participant T1)*

*“So being a teacher is stimulating, working with different group of people, different young people every year and it’s so exhausting and it’s not well paid, but I’m happy”*  
(Participant H1)

*“I think this is more emotional, teaching is emotional, which means it’s more difficult, more exhausting and takes energy out of you, so it’s up to you how you do it, how you do your job.”* (Participant H1)

The attitude of participants decided how much they were willing to be involved in the process of applying interaction strategies. As one of the participants (H1) said,

*“I am happy, because, I like it, it’s my life, it’s my hobby and sometimes when you are leading a lesson, the feeling is similar to being an actor in a successful performance”*  
(Participant H1)

Supportive pedagogical leader was regarded as one of the facilitators as well. Participants described how a supportive pedagogical leader behaved within the different circumstances (Details see Appendix B, Table 5.4.2). Participants described some characteristics of the supportive pedagogical leader,

*“You can communicate with them and ask for help, they will never say, this is your problem. Ok, you can communicate, and cooperate with them.”*(Participant T3)

*“We have no trouble to come to the headmaster and say, there is an interesting training or lectures I would like to take part in that. There is no problem”*(Participant T2)

*“We know each other, it’s more or less like friendly talk”* (Participant T1)

Four characteristics were summarized: acquaintance with teachers, providing opportunities of further education, helping teachers with their work, easy-going personality.

Teacher is not only teacher, but also someone’s mother, father, daughter, son, wife, husband and so on. Therefore, supports from teacher’s family inevitably affect teacher’s teaching and learning, and their performance as well. As participants reported,

*“There are happy marriage teacher, you know, you can just go home and take of the*

*family. Because their husband is able to financially support the family enough. Especially like this town, working industry, working class.” (Participant T1)*  
*“My mom is teacher too, she is teaching children with special needs, so I can discuss it with her too” (Participant T3)*

Happy marriage, good financial situation and supportive family members were summarized as its subcategories (Details Appendix B, Table 5.4.3).

### **Intervening conditions: barriers**

Financial limitations, low respect level, various pressure and conflicts of roles were considered as the main barriers of PL during applying interaction strategies (see Table 5.5).

**Table 5.5** Intervening conditions of coding paradigm for teachers: barriers

<b>Categories</b>	<b>Subcategories</b>	<b>Properties</b>
Financial limitation of school	Not well paid Not enough to support further trainings	- Describe the financial problems of school
Low social recognition of teacher’s profession	Public disrespect to teachers Parents of students disrespect to teachers Students disrespect to teachers	- Describe the situations of teachers’ low respect level
Conflicts between various roles	Have child with special needs Limited time to stay with family Low family income	- Describe the family factors which are the barriers of teacher development
Administrative work	Papers Documents	- Describe different type of administrative works which need to be done by teachers

Financial limitations refer to two aspects: teachers weren’t well paid and school didn’t have enough fund to support teachers’ further training (Details see Appendix B, Table 5.5.1). According to participants, especially in small schools, financial

limitations was more serious, because it's harder for the teachers to get financial support from school for their further trainings.

*"I'm not motivated and it's not possible for me to beyond my financial possibilities, you know, to build my professional, to build my knowledge and skills." (Participant T1)*

*"They have no money for it. Probably, if I ask, they would be willing to give me the time, but I can't do that without money" (Participant T1)*

*"We can live in that lower level of mainstream of life style. No holidays, or like you know at the seaside, or whatever, because it's like I have no money for that" (Participant T1)*

Low social recognition of teacher's profession refers to the lack of respect for teachers, including three aspects: public disrespect to teachers, parents of students disrespect to teachers and students disrespect to teachers (Details see Appendix B, Table 5.5.2). Participant argued that the respect for teachers was affected a lot by social media which was misleading. Teachers weren't respected because of their education. As participant T1 said,

*"But there is no respect to parents, so there is no respect for the teachers" (Participant T1)*

*"But the public only listen what they want to hear.so the level of respect for our job, so low. And I have spent 10 years in the university, no one interested, no one cares. So, you know...the public now just see the free time we have. Which is not free, but they don't know and they don't want to know and the media keep telling them, like, you know, they are going to pay teacher holiday. But it's not true" (Participant T1)*

As mentioned, teachers shared different roles in daily life. The conflict between various roles (Details see Appendix B, Table 5.5.3) was one of the barriers as well. As the participants said, when they had child with special needs or when the financial situation of the family was not good or when they needed more time to stay with families, a choice needed to be made.

As the participants reported, there was a lot of administrative work that needed to be done besides teaching (Details see Appendix B, Table 5.5.4), such as filling out forms and documents, putting one teaching report in three places and so on. As participant said,

*“Teaching is just one part. Second part is preparing teaching, but also dealing with lots of paper thing. Because we must to write everything on the paper, in the computer as well, so sometimes, one thing need to be in three places, it’s really have to be done” (Participant T2).*

Teachers were buried under administrative work and spent less time on students, and on preparing the lesson and self-studies.

### Consequences

Improved teaching, different attitudes towards school leadership and expectations to school leaders were considered as the consequences in coding paradigm for teachers (see Table 5.6).

**Table 5.6** Consequence of coding paradigm for teachers

Categories	Subcategories	Properties
Improved ability	teaching	- Describe different aspects of teaching which were improved
	Teaching methods	
	Teaching experiences	
	Self-confidence	
Different attitudes towards school leadership	Satisfied	- Describe teachers’ attitude about school leadership
	Disappointed	
Teacher’s expectations of school leaders	Teaching aids and equipment	- Describe teachers’ expectations to school leader
	Space and time	
	Prepared classroom	- Describe some problems faced by teachers
	Easy and stress free environment	

As mentioned, teacher is a profession which needs learning as well as teaching. They not only have to share their existing knowledge, but also need to learn something new along the way. A student might ask a probing question that allows teachers to see a topic in a new way, so as the pedagogical strategies. The improvement of teaching after interaction strategies involved three aspects according to participants: teaching methods, teaching experiences and self-confidence (Details see Appendix B, Table 5.6.1).

The category “different attitudes towards school leadership” indicated teachers’ attitudes towards school leadership and PL. In this study, two attitudes were expressed by the participants: satisfied and disappointed (Details see Appendix B, Table 5.6.2). The majority of them were satisfied with their headteacher or deputies’ leadership and interaction strategies. The comfortable atmosphere which was created by headteachers and deputies was highlighted by them as well.

*“We’re very satisfied with the leaders of this school”.*

*“And we don’t feel be working under stress”.*

*“We have no trouble to come to the headmaster and say, there is an interesting training or lectures I would like to take part in that. There is no problem” (Participant T2)*

One participant concerned about the power of headteachers. She felt disappointed about the developing direction of the school and position of teachers as well. As she said,

*“I mean for the headmaster is also scalable, they don’t know, because they are not high enough to get the information in the first place. Actually, there are not many people over there who know. And who are able to tell you this is right, this is not. This is what you will do now and this is what you stop doing. So, for them, it’s quite difficult” (Participant T1).*

Better PL is based on the understanding of teachers’ problems. Only by reasoning can headteachers convince teachers to be better involved in PL. Teachers’ expectations of school leaders were not only the way to direct school leaders’ efforts, but also were developing direction for their PL.

As mentioned, there were several problems faced by teachers, such as conflicts between various roles, lack of experience, heavy workload, low self-confidence and the opportunities to participant teacher trainings. Under such circumstances, participants in this study expressed their expectations of school leaders as followed,

*“They are good, but we need more equipment, for example, balls or specials things for pupil with special needs and learning difficulties, it’s would be better” (Participant T1).*



*“From the management, I was expected to give me some basic things like study resources, like books, dictionary, DVD, to creative a place which I can actually teach, to make sure everything is ready and fine in the classroom” (Participant T4).*

*“I expected them to leave me alone to give me some space. Because I was need focused on my more experienced colleagues” (Participant T4).*

*“I wanted to be respected as a person, teacher and human, and I knew I can have different opinion from my headteacher. but I can have possibility to tell them and I don't need to worry about to ....so it was important to know that I can tell them and I can have different opinion” (Participant T5).*

So, providing enough teaching aids and equipment, space and time, prepared classroom, easy and stress free environment can be considered the teachers main expectations of school leaders. (Details see Appendix B, Table 5.6.3).

### ***5.1.2 Teachers viewpoint: characteristics of a good teacher***

Teaching is a multidimensional, complex activity. Good teaching is crucial in school education which has been explained from different viewpoints in related research. For instance, good teaching is often connected to successful student outcomes and test scores (Cochran-Smith & Fries, 2001). A good teacher is more than an educator; the characteristics of a good teacher are complex and extensive as well. Researchers have developed lists of characteristics to describe a “good teacher”. For instance, Murphy et al. (2004) agreed that good teachers needed to be caring, not boring and polite. In this study, a “good teacher” generally referred to a teacher who has certificates, teaching experience and high teaching achievements.

Based on the interview, participants' perceptions on characteristics of a good teacher were illustrated in Table 5.7, which can be summarized into three aspects. Firstly, a good teacher needs to have ability and willingness to learn. For instance, he/she is willing to participant teacher trainings or to learn new educational technology. Secondly, a good teacher needs to be familiar with general teaching methods. For instance, he/she knows how to motivate students, or how to deal with the classroom conflicts. Thirdly, a good teacher needs to be an expert in a specific subject. For instance, he/ she needs to good at English if they are English teachers.

**Table 5.7 Category:** characteristics of a good teacher

Interview for teacher\\T1 - § 1 reference coded
Reference 1 - <i>“to be a good teacher, this moment, good health, well, that’s it. And money”</i>
Interview for teacher\\T2 - § 4 references coded
Reference 1 - <i>“To be communicative, to be authority as well”</i>
Reference 2 - <i>“You have to motivate” (the students)</i>
Reference 3 - <i>“be flexible”</i>
Reference 4 - <i>“you have to search the internet all the time. You have to, you know, look at the children to say, ok this song is new, and this word is new, it would be interested to them. So, you need to look on yourself all the time (keep being interest). Be interesting to them, to give them interesting topic to speak about, to listen to, to read, that’s what I think”</i>
Interview for teacher\\T3 - § 2 references coded
Reference 1 - <i>“practical experience”</i>
Reference 2 - <i>“I want to be a very good or perfect teacher, but it’s very difficult. The important thing, communication I think, sympathy and skills to learn”</i>
Interview for teacher\\T4 - § 1 reference coded
Reference 1 - <i>“a good teacher need to be patient”</i>
Interview for teacher\\T5 - § 1 reference coded
Reference 1 - <i>“a good teacher need to know how to deal with conflicts, motivate learners, good at psychology”</i>

It is worth noting that all these three aspects can be directly or indirectly connected with PL. Teachers’ development and development of PL are intertwined. Their ability and willingness to learn was considered as precondition and facilitator in distribution of PL. General teaching methods and knowledge of specific subject were able to improve within interaction strategies of PL.

### **5.1.3 Teachers viewpoint: characteristics of a good headteacher**

What are the most valuable characteristics needed to be a good headteacher? Good headteachers are made up of a combination of various of characteristics that allow them to do their job effectively. There is no denying that all headteachers have their own unique blend of these characters. Research about professional development and effective PL of headteachers has been discussed in previous chapters, and scales and different type of standards have been introduced as well. However, every good

headteacher is unique, participants of this study expressed their ideas about some combination of essential characters of good headteachers (see Table 5.8).

**Table 5.8 Category:** characteristics of a good headteacher

Interview for teacher\\T1 - § 4 references coded
Reference 1 - <i>“respectable”</i>
Reference 2 - <i>“self-confidence”</i>
Reference 3 - <i>“with the widest general knowledge”</i>
Reference 4 - <i>“general awareness of what going on”</i>
Interview for teacher\\T2 - § 3 references coded
Reference 1 - <i>“not to behave like a robot, Be a human”</i>
Reference 2 - <i>“like a human to listen to the problem”</i>
Reference 3 - <i>“to try do some help”</i>
Interview for teacher\\T3 - § 3 references coded
Reference 1 - <i>“should be able communicate with everyone, with teacher, pupil and parents”</i>
Reference 2 - <i>“Should be strict, strict but fair”</i>
Reference 3 - <i>“experience, know what to do about school and problem”</i> .
Interview for teacher\\T4 - § 1 reference coded
Reference 1 - <i>“He/she need to be a good manager”</i>
Interview for teacher\\T5 - § 8 references coded
Reference 1 - <i>“manger”</i>
Reference 2 - <i>“deal with money”</i>
Reference 3 - <i>“clear vision for future”</i>
Reference 4 - <i>“know people”</i>
Reference 5 - <i>“psychology”</i>
Reference 6 - <i>“fair”</i>
Reference 7 - <i>“know pupil’s weakness”</i>
Reference 8 - <i>“trust”</i>

Specifically, from the participants’ point of view, the following characteristics of a good headteacher were highlighted: (1) the charismatic aspect, such as self-confidence, respectable, strict and so on, (2) the professional aspect, such as have experience, have general knowledge etc., (3) the participative aspect, such as try to help solve problems,

communicate with everyone and so on, (4) the emotional aspect, for instance, “be a human... awareness of what going on”. Based on the interview, it is not hard to find that there were many overlaps between the characteristics of a good headteacher and the characteristics of an effective pedagogical leader from teachers’ perspective. In other words, teachers’ expectations of the headteachers were mainly related to headteachers’ PL. Therefore, for most of the participants, in a manner of speaking, more effective PL means better school leadership.

## **5.2 Pedagogical leadership from headteachers’ perspective**

Teachers have been granted very considerable autonomy in Czech schools, but headteachers are officially responsible for the whole school. Headteachers need to cooperate with all the stakeholders, to draw all of them into the implementation process of PL, and to effectively build the capacity of others to take on new roles and more responsibilities. Apart from this, to shared norms and values are needed as well. In the following section, the researcher introduced selected headteacher’s understanding of PL, their roles and functions in the implementation process and difficulties faced by them.

### ***5.2.1 Coding paradigm for headteachers***

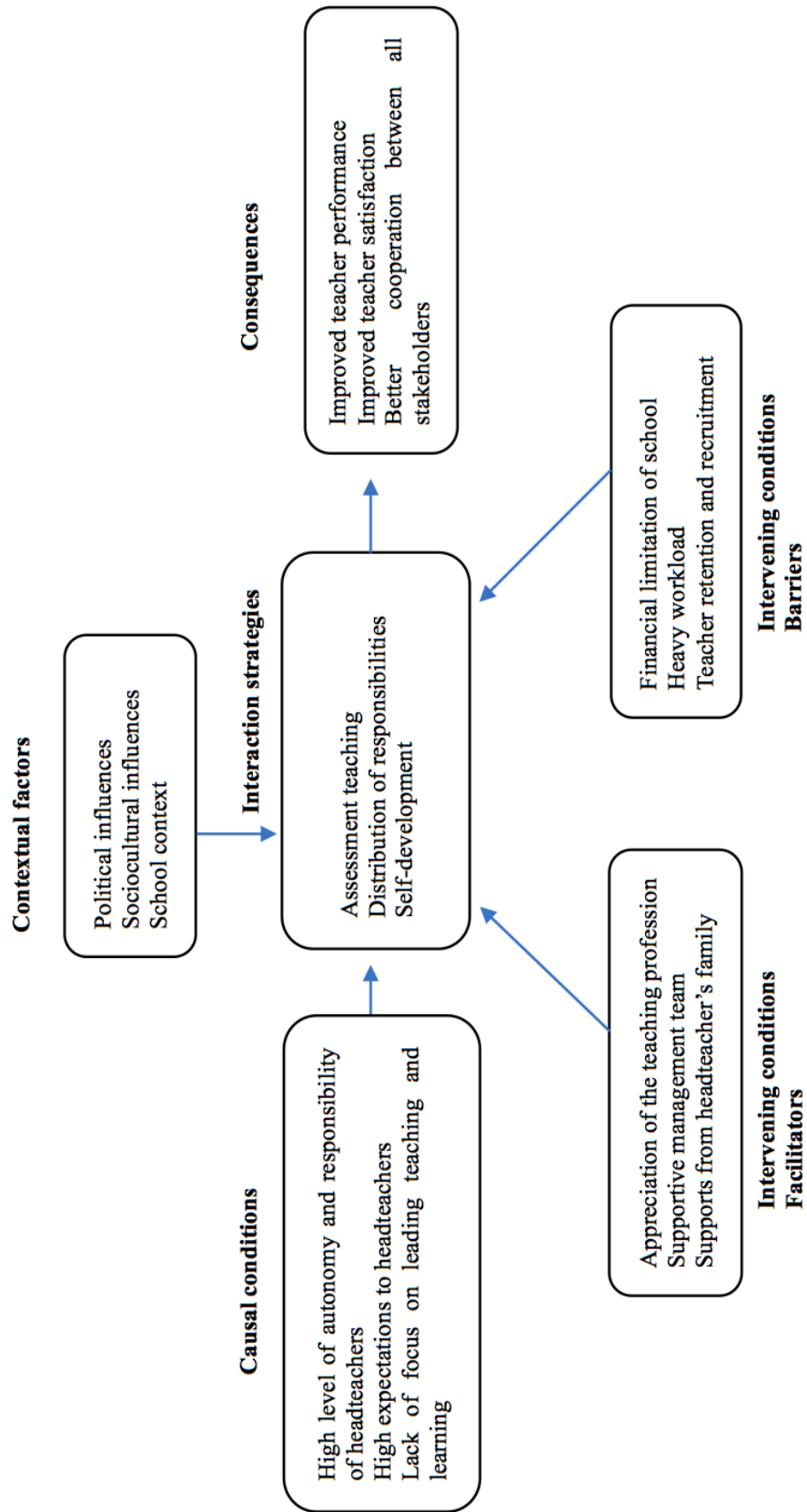
Diagram 5.2 shows the coding paradigm for headteachers in schools providing compulsory education. Six components were involved in this coding paradigm at different extents, including contextual factors, causal conditions, interaction strategies, core phenomena, intervening conditions (facilitators and barriers) and consequences. And the details of each component were further discussed.

#### ***Contextual factors***

Headteachers and teachers are working within the same social environment and schools. Therefore, in the coding paradigm for headteachers contextual factors included political influences and school context as well (see Table 5.9). Compared with coding paradigm for teachers, the subcategories of political influences and school context were almost the same. However, it is worth noting that during the interview, participants mentioned the general attitudes of Czech people towards their job and communication, which was added as sociocultural influences.

Diagram 5.2 Pedagogical leadership from headteachers' perspective

**Diagram 5.2 pedagogical leadership from headteachers' perspective**



“...I think it’s specifically Czech thing that people are not happy with their jobs, but it doesn’t matter what you do, if you are truck driver; maybe you will say, oh, Jesus, I hate my job...” (participant H1).

“Maybe Czech society communication in general, people don’t talk to each other even they are colleagues and the results are misunderstanding and argument sometime. Because people carrying some image in their head without have facts, without checking or not, and they gossip, they tell another people what they think is true, and if enough people tell this thing is true, then it starts growing and it will become problem” (participant H1).

**Table 5.10** Contextual factors of coding paradigm for headteachers

Categories	Subcategories	Properties
Sociocultural influences	Attitudes towards job Attitudes towards communication	- Characters of Czech society
Political influences	Different attention to school The meanings of terminologies have been changed several times	- Describe the ways how political factors affect school education
School context	The size of school, Specialty of school Pupil with special needs	- Background of school - Specialty of school

### ***Causal conditions***

High level of autonomy and responsibility of headteacher, high expectations toward headteacher and headteacher’s lack of focus on leading teaching and learning were considered as the causal conditions of coding paradigm for headteachers (see Table 5.10).

**Table 5.11** Causal conditions of coding paradigm for headteachers

Categories	Subcategories	Properties
High autonomy and more responsibility of headteachers	Responsible for student outcomes Responsible for teacher development Responsible for applying new policies	- Descriptions of school responsibilities

High expectations to headteachers	Expectations from teachers Expectations from parents of students Expectations from public Expectations from educational authorities	-	Descriptions of the various expectations to school leaders
Headteacher's lack of focus on leading teaching and learning	Lack of preparation on leading teaching and learning Limited time for leading teaching and learning	-	Descriptions of the situations of lack of focus on leading teaching and learning

Headteachers in Czech schools shared high school autonomy and undertake corresponding responsibility. For instance, they needed to be responsible for teacher recruit, maintenance of the buildings and so on. Expectations to headteachers were from different stakeholders, such as teachers, parents of students, public and educational authorities. In those two aspects, teachers and headteacher shared the same conditions.

Apart from this, headteacher's lack of focus on leading teaching and learning was summarized as one of the categories of causal condition during the interview (Details see Appendix B, Table 5.10.1). Lack of preparation on leading teaching and learning and limited time for leading teaching and learning were considered as its subcategories. According to participant's report, in the process of preparation, candidates needed to have two-month extensive study about various laws, but the study time focused on leading teaching and learning was limited. After working as a headteacher, most of them were busy with various works, and there was limited time allowed for leading teaching and learning.

***Interaction strategies***

Headteachers perform many functions in teachers' development and professional learning, such as leading (Tirozzi, 2001; Goldberg,2001), encouraging (Bhindi, 2006; Morrissey & Cowan, 2004) and evaluation (Guskey, 2000; Kubitskey et al. 2003) and so on. In present study, headteacher performed their PL in three ways: assessing and improving teacher's teaching, distribution of responsibilities among teachers and self-development (see Table 5.11)

**Table 5.12** Interaction strategies of coding paradigm for headteachers

Categories	Subcategories	Properties
Assessing and improving teacher's teaching	Classroom observation Internal training for teachers External training for teachers	- Describe various ways which were used to assessing and improving teachers' teaching
Distribution of leadership	Distribution of leadership among teachers Distribution of leadership among deputies and directors	- Describe different stakeholders of the distribution of leadership
Self-development	Peer learning Self-study External training	- Describe various ways of headteacher's self-development

Evaluating teaching is a process, not a single moment. According to the data, assessing and improving teacher's teaching could be carried out in various ways, such as classroom observation and providing opportunity to participant different types of training (Details see Appendix B, Table 5.11.1).

For classroom observation, as participants described,

*"When a new teacher come to our school, after one month, I will go to the lesson to see, and to review, tell them what is good what is not good and what should do and what shouldn't do. but it's an unpleasant activity you know, maybe for both side, because its' not a nature situation" (Participant H2).*

*"I go to their lesson sometimes, and give feedback to them. And teachers in my school have been evaluate in different aspects, the grade of every exam, corporation with colleagues, feedback from parents, the number of students who went to some competition (e.g., math, music etc.) , extra work." (Participant H3).*

For participating different types of training, participants described them as followed:

*"I am sending my other colleagues to methodological courses to London, to oxford. And they like it" (Participant H1).*

*"We organize trainings for all the staff, which I think it's really good. Because it's about corporation between the people, but it's a choice about the person who need the training which you don't know" (Participant H2).*

All those trainings for teachers can be summarized into internal training (inviting



expertise to school to give lectures to teachers) and external training (participating into training which was outside the school or in other countries).

In this study, distribution of leadership referred to two aspects: distribution of leadership among teacher, deputies and directors (Details see Appendix B, Table 5.11.2). The distribution toward teachers was more about specific tasks, such as one children theatre performance etc. This type of distribution was based on good understanding and communication with teachers. The distribution among deputies and directors was more general, such as financial work, management of 1-3 grades etc. There is no doubt that headteacher, deputies and directors have more opportunities to see each other. A good understanding and an effective communication between them are crucial, and only based on this, a good management group could be created. As one of the participants (H2) said “my biggest plus is I have absolutely great deputy”.

According to the response of the participants, headteacher’s self-development can be summarized to three ways: peer learning, self-study and external training (Details see Appendix B, Table 5.11.3). Peer learning between headteachers was considered as one of the most effective ways by one participant, but it happened only when other headteachers had open mind and were willing to share. As a participant said,

*“The way is really works is to communicate with another head teachers from another school, in x city, there are many good schools, they are men, and they are sitting in the chair for a long time. so, they are experienced and they are very open which is important to me and they are willing to share their experience with me. which is really good”*  
(Participant H2).

Self-study refers to learning by themselves, such as reading, searching useful information on line etc. External training of headteachers included pre-service training and in-service training.

Besides, the process of headteacher’s self-development of personal skills and professional skill was emphasized by the participants as well. He explained,

*“So, if I want to be a good teacher in 5 or 10 years, I need to work on my personal skill and my professional skill as well. I think the good way is traveling in this stage, because*

*I think that I am the master; most of the methods I'm available to know some methods work better, some work not so good or not so well. For me, this stage of my work and my career I feel that traveling, meeting people, getting known or seeing people in different situations" (Participant H1).*

***Intervening conditions: facilitators***

Appreciation of the teaching and leading profession, having a supportive management team and having supports from headteacher's family were considered as the facilitators in intervening conditions (see Table 5.12).

**Table 5.13** Intervening conditions: facilitators of coding paradigm for headteachers

Categories	Subcategories	Properties
Appreciation of the teaching/ leading profession	Teaching is enjoyable	- Describe the motor of being a headteacher
	Spirit of change and dedication	- Describe the good sides of being a teacher
Supportive management team	Shared common values	- Describe the elements of a supportive management team
	Sharing positive communication	
	Showing appreciation	
Supports from headteacher's family	Supportive family members	- Describe the supports which were come from headteacher's family

A headteacher is both a teacher and a leader. Therefore, facilitators were summarized from two aspects: headteacher working as a teacher and headteacher working as a leader. According to the response from the participants, as a teacher, they enjoyed being a teacher and the "teaching performance", and as a leader, they were willing to change and felt responsible for the school. One participant said, (Details see Appendix B Table, 5.12.1).

*"I am happy, because, I like it, it's my life, it's my hobby and sometimes when you are leading a lesson, the feeling is similar to being an actor in a successful performance" ... And being a boss, it's more difficult part of my job, teaching for me is a hobby, I'm doing it easily now, because I know the methods and if I have a situation in my lesson, any situation I dare to say, I know what to do. In the beginning, I was confused, I didn't know*

*yet, theoretically knew, but it's not work, now I know what works and what doesn't work, the job is much easier to me than 10 years ago" (Participant H1)*

These two viewpoints supported participants being a headteacher and encouraged them to be a better teacher and leader in the future.

Supportive management team in this study means shared common values, sharing positive communication between headteachers, deputies and teacher, and showing appreciation to teachers (Details see Appendix B, Table 5.12.2). Trust, and shared common values were highlighted by participants, which helped them to work toward the same direction. Meanwhile, sharing positive communication was mattered as well. A strong and supportive team could spend a great deal of time talking with each other effectively. Besides, showing appreciation to teachers not only means to praise teachers only in private, but also means to publicly express appreciation towards them. Such as participant H2 said: "my biggest plus is I have absolutely great deputy, they are really great".

Supportive family members were mentioned by participants as supports from headteacher's family (Details see Appendix B, Table 5.12.3). Headteachers are not only school leaders and teachers, but also family members. Therefore, supports from families were important to headteachers, and could help them make decision, especially at some significant moment. Such as one participant (H2) described,

*"It was a big challenge. Then I thought about it about 2-3 days, to speak through it with my husband, then we decided why not?"*

### ***Intervening conditions: barriers***

In this study, financial limitation of schools, excessive workload and teacher retention and recruitment were summarized as the barriers (See Table 5.13).

**Table 5.14** Intervening conditions: barriers of coding paradigm for headteachers

Categories	Subcategories	Properties
Financial limitation of schools	Have problems to support further trainings of teachers Have problems to pay employees of specific position Have problems to maintain the buildings	- Describe the various problems of school which were related to school budget
Excessive workload	Administrative work Organizing various things	- Describe the various thing that need to be done by headteacher
Teacher retention and recruitment	Teacher retention Teacher recruitment	- Describe the problems of teacher retention - Describe the problems of teacher recruitment

Financial limitations of schools from headteacher’s perspective can be summarized in following aspects: having problems to support further trainings of teachers, to pay employees of specific position and to maintain the buildings (Details see Appendix B, Table 5.13.1). According to the report of the participants, the situation of financial limitations became better, because now there are more money to support schools to make them work well. Meanwhile, within this circumstance, a flexible headteacher was needed as well. For instance, one of the participants (H2) said: “There is no money for pedagogic assistance... but I have to take money from another teacher”.

As school leaders, there was much work to be done by headteachers every day. Therefore, excessive workload was one the barriers for PL. One participant described her work as followed,

*“We have 88 employees, teacher 58, we have five buildings, two for kindergarten, two buildings for primary school and our building, for lower secondary. So, five buildings. You can imagine how much work I need to do every day” (Participant H2).*

Administrative work, such as filling out forms or questionnaires, and organizing various things such as attending different kinds of meetings were considered as the main contents of headteachers’ workload (Details see Appendix B, Table 5.13.2).

Teacher retention and recruitment were one of the barriers of headteacher’s PL as well. According to the report from the participants, heavy workload and attacks on pay were driving away teachers and deterring new recruits.

*“Now I have a big problem, I need an English teacher, but there is no chance to get somebody... I’m really exhausted about finding. I think the problem is the retirement become more and more late, the people really need to have a rest, and students or fresh teachers, when they are able to speak, maybe they will find another job”*  
(Participant H2)

The crisis in teacher recruitment and retention indicates less attraction of teacher profession. As a headteacher, he/she needs to spend more attention and additional efforts to this problem.

**Consequences**

Improved headteacher’s capacity, improved teacher’s satisfaction and better cooperation between all stakeholders were considered as the consequences in coding paradigm for headteachers (see Table 5.14).

**Table 5.15** consequences of coding paradigm for headteachers

<b>Categories</b>	<b>Subcategories</b>	<b>Properties</b>
Improved headteacher’s capacity	Good learning habit Decision making Promoting communication skills	- Describe various aspects of headteacher’s capacity which were improved
Improved teacher’s satisfaction	Satisfied about further education and training Satisfied about headteacher’s leadership	- Describe the improved aspects of teacher’s satisfaction
Better cooperation between all stakeholders	Between teacher and headteacher Between teacher and student Between headteacher and headteacher Between school and parents	- Describe the cooperation become better between teacher, student and headteacher

Capacity is crucial for promoting headteacher development and high quality education. It is a complex concept to explain. In present study, participant expressed their improvement of capacity in the following aspects: good learning habit, decision-making and promoting communication skills (Details see Appendix B, Table 5.14.1). Firstly, keeping learning and keeping improving are the most important factors to succeed, and it is one of the key factors of headteacher's capacity as well. As reported by the participants, the learning habits had been along with their development. Secondly, the decision-making has been an important part of headteacher's work, because a decision always connected with a direction and a good decision means a right direction. Thirdly, promoting communication skills means "to let people feel comfortable especial when tell some unpleasant things" (H2), and this skill was improved in practice as well.

Improved teacher's satisfaction included two aspects: improved teacher's satisfaction towards further education and training, and improved teacher's satisfaction towards headteacher's leadership. As participants said,

*"I hope it is ok for them, but I know they were happy because we invited so important professor to have lecture in our school last week" (Participant H3).*

For the first aspect, better opportunity and high quality training were the reasons for improvement. For the second part, helping teachers solve problems and not putting pressure on them were the reasons for improvement (Details see Appendix B, Table 5.14.2).

Better cooperation between all stakeholders refers to the cooperation between teacher and headteacher, teacher and student, headteacher and headteacher, school and parents (Details see Appendix B, Table 5.14.3). As participants described,

*"It's all changing, I need to understand what they want, I need to be able to distribute work, so this confirm. But this is getter better after 12 years, between my colleges and me" (Participant H1).*

*"And I think that in final, they both know. So, we need find way to satisfy parents, maybe pupils and teachers as well" (Participant H2).*

*“it’s all changing, I need to understand what they want, I need to be able to distribute work, so this confirm. But this is getting better after 12 years, between my colleges and me” (Participant H2).*

Better cooperation has several purposes, for example, to satisfy individual needs, to understand each other, as well as to effectively distribute information and message.

### **5.2.2 Headteachers viewpoint: characteristics of a good teacher**

According to the reports from the headteachers, each of them had their own plan and criteria of their teachers, which was already mentioned in previous sections. As discussed in section 5.2.2, the criteria of a “good teacher” is a dynamic process of development, which is always connected with a certain context or historical stage. This section will introduce characteristics of a good teacher from headteacher’s perspective in the selected Czech schools.

Table 5.15 shows the headteacher’s main ideas about what a good teacher looks like, such as being able to control the atmosphere, being an expert in specific field, being patient and being a good actor and so on. All the mentioned characteristics can be summarized into four aspects. Firstly, a good teacher needs to be an expert in a specific subject. Secondly, a good teacher needs to have general knowledge of teaching methods. Thirdly, good personal qualities were needed as well. Fourthly, a good teacher is able to deal with various role conflicts. Apart from this, talent was mentioned by the participants. It’s a combination of several characters, such as good actor, ways of communication. In this context, talent was considered to be put in the category of “good personal qualities”

**Table 5.16 Category:** characteristics of a good teacher from headteacher’s perspective

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Interview for headteacher\H1 - § 5 references coded

**Reference 1** - *“In the restaurant, if you have lots of customers like your food, people pay for your food, and they like the environment and they like the atmosphere, so that’s why they go to restaurant. In school, it may be similar, because, you also create an atmosphere in the lesson, and if you want to be good teacher, you need good atmosphere I think...so good teacher is able to play, it’s something like theater, creative good atmosphere, it’s probably the first thing...good atmosphere is no ha-ha-ha... fun and games, if you do this...the students feel you are too weak, sort of abuse this situation, so they start misbehaving, so you need change the atmosphere. So, good teacher can control the atmosphere in the group”*

**Reference 2** - *“Good teacher obviously knows and understand this field. Expert”*

Reference 3 - *“Good teacher, I think teacher needs to be fair, I think it’s very difficult, it’s the most difficult part of the job”*

Reference 4 - *“And need to be patient, obviously, so very good quality as well”*

Reference 5- *“The talent of teacher, because, teacher is something between an actor, psychologist, and older bothers sometimes, maybe father, because you explain things like, look, I will show you how things work. So, teaching is mixture of combination of several jobs and if you want to be a good actor, you need to be talented, if you want to be good psychologist, you need able to listen to people, you also need to be talented, so I think part of job is also talent”*

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Interview for headteacher\H2 - § 4 references coded

Reference 1 - *“the teacher should be good at own subject”*

Reference 2 - *“made by personal qualities, need to be an actor, to play with the child... he must be an actor in front of the blackboard, not to hide the feelings. because we need to close to the children, if we without emotions, we are not people, then we can’t be friend, I don’t mean friends you know, but in the friendly way”*

Reference 3 - *“to be a psychologist, to know how to treat this one and how to do with that one, because they are not the same”*

Reference 4 - *“I think it’s the crucial thing to find the balance between hostility and friend. and it works with parents and they are grateful”*

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### 5.2.3 Headteachers viewpoint: characteristics of a good headteacher

Characteristics of a good headteacher from teacher’s perspective were discussed in Table 5.1.3, and the standards of a “good headteacher” varied over time and depending on the circumstance. In this section, the characteristics of a good headteacher were reported by our participants from the selected schools. Meanwhile, this section also can be considered as reflection by and expectation from selected participants.

**Table 5.17 Category:** characteristics of a good headteacher from headteacher’ s perspective

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Interview for headteacher\H1 - § 5 references coded

Reference 1 - *“I think that I must mentioned patient, qualified, fair and sense of humor”*

Reference 2 - *“good leader need to be a listener, you need to able to understand what other people want, you need know how they feel.”*

Reference 3 - *“I need try to be empathic, but I’m empathic, you can see how other doing or dealing with it”*

Reference 4 - *“And you need to be straight and confirm”*

Reference 5 - *“so I need to be a listener, I need to understand what they want, I need to be able to distribute work, so this confirm”*

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Interview for headteacher\H2 - § 4 references coded

Reference 1 - *“I want to do it this way, to give people the chance to feel comforTable, not to feel stress”*



Reference 2 - *“I think it’s again about finding the balance, between the law and some thing crucial to be done somehow”*

Reference 3 - *“the way to be an understandable person, finding the exceptions are expectTable for both sides”*

Reference 4 - *“I think the wall is white or blue, and it would be in other colors. maybe it’s not the good example, but you know what I mean, it’s flexible”*

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Interview for headteacher\H3 - § 1 reference coded

Reference 1 - *“A good headteacher need to be a good teacher, manager, lawyer, economist”*

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Internals\interview for headteacher\H4 - § 1 reference coded

Reference 1 - *“She/he need to deal with people well, let teacher follow the rule, and everyone is informed and do administrate work”*

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Interview for headteacher\H5 - § 1 reference coded

Reference 1 - *“I think he need to be professional, so, professional. And cooperative”*

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Table 5.16 shows the characteristics a good headteacher from their own perspective, for instance, “sense of humour, straight and confirm”, “flexible, find balance” and “deal with people” etc. And some roles of headteacher were mentioned as well, such as “manager, lawyer, economist” and so on. According to the description in Table 5.16, the following aspects were emphasized by the participants: (1) the charismatic aspect, such as “sense of humour, patient and fair” etc., (2) the professional aspect, (3) the emotional aspect, such as “try to be empathic, to be an understandable person”, (4) the participative aspect, such as “deal with people” and so on, (5) the administrative aspect. Apart from this, forming a stress-free atmosphere was important as well which could be considered as cultural aspect.

### 5.3 Summary

In this chapter, the result of empirical study was presented from different perspectives. With data analysis, the concepts that were developed in the open coding step have been grouped into categories and subcategories. Relations among those subcategories and categories were explored in two coding paradigms. With the ongoing process of data analysis, the characteristics of PL started to emerge.

The two coding paradigms of PL have illustrated the causal condition, main strategies, context, intervening condition and consequence involved in establishing and maintaining relationship among all stakeholders (such as headteachers, deputies,

teachers, students, parents, local government and so on), and indicate that these strategies constituted a pervasive component of their work. In other words, they were not just something in the background to be frequently considered. The participants draw upon existing connections among all stakeholders, and tried to create positive experiences that served a number of purposes. These positive experiences also influenced other experiences in a positive way.

## 6 DISCUSSION

In this chapter, results of the research have been further discussed. The chapter has been arranged into five parts. Part one, patterns of PL in selected Czech schools, in this section, the main characteristics of PL (from both the perspective of different stakeholders and a cross-cultural perspective) were described. Part two, challenges existing in current patterns were discussed in this section.

In part three, the process of triangulation was discussed. Part four includes some recommendations for better implementation of PL in selected schools.

Based on the research results presented, the following research questions have been responded to in this chapter:

- What are the more important dimensions of PL in these schools and which dimensions work more effectively?
- How is the development of PL in particular Czech schools providing compulsory education in cross-cultural perspectives?

### 6.1 Patterns of pedagogical leadership in selected Czech schools

Pattern means a specific way in which something is done, is organized, or happens. A pattern of PL in selected Czech schools is beginning to emerge from the analysis of the empirical data.

As discussed in previous chapter, an effective pedagogical leader can sustain high level of PL by promoting teacher's learning and developing. However, it's hard to take for granted the idea that each headteacher have enough knowledge to act as a pedagogical leader. Based on the research results which were described in Chapter 5, this section included two parts, analysing the patterns of PL, analysing the dimension of PL in selected schools.

#### 6.1.1 Overview of the patterns of pedagogical leadership

Actors involved in the coding paradigms (diagram 5.1 and 5.2) were direct or indirect connected with PL. Actors included teachers, headteachers and deputies,

students, parents of students, trainers, pedagogical counsellors, psychologist, administrators and other professionals and so on.

Diagram 6.1 shows the patterns of PL in selected Czech schools. And PL in selected Czech schools consisted of the various stakeholders (headteacher, deputies and directors, teachers and students), main strategies, and outcomes. These different components were involved in this process at different extents.

Headteacher, deputies, head of the department, teachers and students are the main actors in PL, the relationships among them decided the performance of PL. In the implementation process of PL, the role of pedagogical leaders is dynamic and transformable. The distribution of PL is more among headteachers, deputies (senior and middle management members), which can help reduce the burden of headteacher and foster better PL.

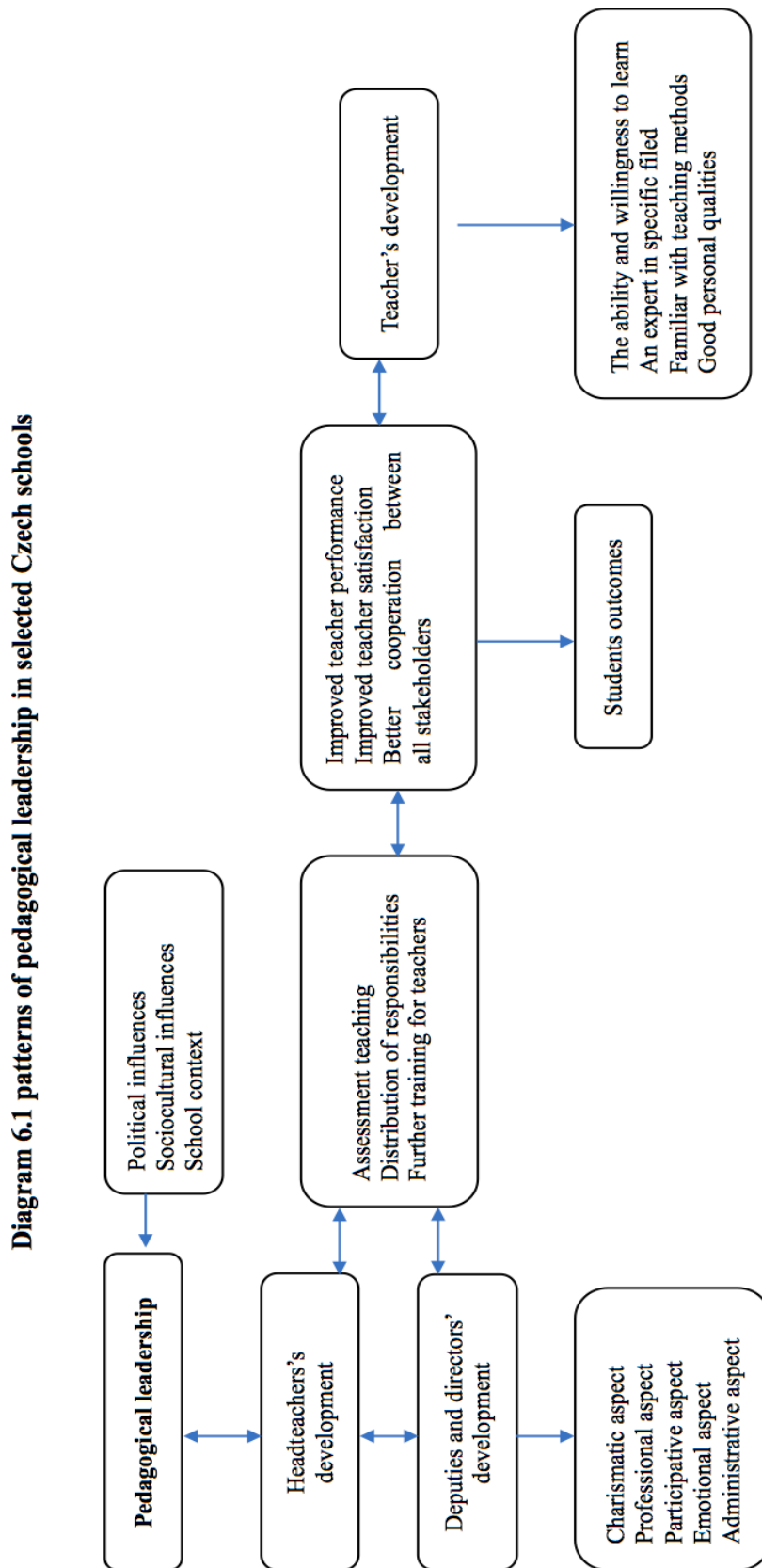
Going further, various type of strategies has been used in the implement process of PL in selected schools. Such as assessment teaching, distribution of responsibilities and further training for teachers. Change and influence that it brings to is obvious, as shows in diagram 6.1, improved teacher performance, improved teacher satisfaction and better cooperation between all stakeholders.

Besides, it would be important to focus on the development of the stakeholders.

For teacher's development, the following four aspects are crucial: the ability and willingness to learn, an expert in specific field, familiar with teaching methods and have good personal qualities were summarized from both perspectives: teacher and headteacher. In other words, those four aspects are the goals to be achieved jointly by teachers and headteachers.

For the headteacher, deputies' development, six aspects are highlighted, which are charismatic aspect, professional aspect, participative aspect, cultural aspect, emotional aspect and administrative aspect. And those six aspects can be considered the main component of headteacher's PL, more details have been discussed in following section.

**Diagram 6.1 Patterns of pedagogical leadership in selected Czech schools**



### ***6.1.2 Performance of dimensions in patterns of pedagogical leadership***

As mentioned in Chapter 2, researchers and educators did a concrete analysis of dimensions of PL, and five opinions about dimensions of PL were introduced as well. Gento et al. (2015) proposed eight dimensions, which are charismatic dimension, emotional dimension, anticipatory dimension, professional dimension, participative dimension, cultural dimension, formative dimension and administrative leadership dimension. And the design of second interview of this study was based the outcomes of the first stage and Gento's theory.

Based on the empirical study, participants emphasized six aspects of headteacher's work: charismatic aspect, professional aspect, participative aspect, cultural aspect, emotional aspect and administrative aspect. These six aspects have been considered important in teacher's and headteacher's perspectives.

It is worth noting that the performance of the headteacher's participative aspect was insufficient according to the reports of participants. Headteacher's practice of establishing and maintaining PL with deputies, head of the department and teachers have included negotiating relationships in which staffs trust their leaders. It has also included work directed toward improving teacher's relationship with themselves and improving development for two sides. In order to increase the level of PL without give more pressures to teachers, headteacher needs resort to more time and energy. However, under internal and external pressures, headteacher needs to deal with massive works, which has been showed in diagram 5.1 and 5.2, time and energy were limited to leading PL.

Moreover, the performance of emotional aspect has not done well in selected schools. The researcher considered the emotional and participative aspects intertwined. Both of them were embedded in the relationship with each other. As the participants said: "to be an understandable person", "be a human... awareness of what going on", the issue of emotion was viewed important in the process.

## **6.2 Challenges existing in current patterns**

Headteachers have been required to develop professional development plans taking account of the teacher's individual development, school's needs, school budget and so on. While there were several challenges in the implementation process of PL, and the following section has been discussed more details about them.

### ***6.2.1 Limited implementation of pedagogical leadership***

According to the reports of the participants, the implementation of PL in selected Czech schools included three main ways: assessment teaching, distribution of responsibilities among stakeholders and further training for teachers.

Assessment teaching provision for classroom observation which is important to highlight the importance of the quality of teaching and learning. And it can address the pedagogical matters by teachers and headteachers. Placing teaching at the heart of the evaluation process sends the clear signals about what has been mattered. However, as participants reported, 1-2 times classroom observation in one semester wasn't enough to support the improvement of teacher's teaching.

Distribution of responsibilities among stakeholders has been considered to be one of the most important components of headteacher's work. And an effective PL has been based on an effective management team and effective distribution between all stakeholders. According to the reports of the participants, the distribution of PL has been hierarchical in selected school, from headteachers, deputies to teachers. Any problems in the middle layer would affect the characteristics of PL, especially in the big school.

As for the further training of teachers, typical activities included in further training were designing and teaching courses, liaising with further education authorities and the curriculum development. However, for teachers, it is not simple to participant a training. It was limited by training topic, training time and expense. All those factors need to be considered before each training.

Taking all these into consideration, the implementation of PL was limited.

### ***6.2.2 The weak linkage between teacher appraisal and pedagogical leadership***

The emphasis on continuous development is an important precondition for teacher appraisal. As mentioned, there were several ways towards to the teacher's continuous development, for instance, peer learning, participant trainings and so on. Teacher appraisal has been considered as one of most popular ways to evaluate the quality of teacher's teaching and quality of further education. And it has been widely used in selected schools as well.

Normally, teacher appraisal always connected with the purpose of improvement.

The main purpose of this improvement process was the improving of teaching skills, improving of teaching experience, improving of teacher's self-confidence and so on. In other words, it's an internal process carried out by headteacher with a focus on teacher's performance in the classroom. However, teacher appraisal in selected schools has been weak linked with PL development and headteacher's development. The main outcomes of teacher appraisal haven't been considered as a feedback on the PL development and haven't connected to the headteacher's professional development plans.

Apart from this, according to the reports of participants, the weak linkage between teacher appraisal and PL is partly due to the limited time of headteacher's participation in PL.

### **6.3 Triangulation and verification of the results**

In order to improve the trustworthiness of the research, a quantitative survey was conducted to triangulate the results of present study. The main aim of this survey is to gain information about the following aspects: the ranking of dimensions of PL and the performance of each dimension in selected schools.

The questionnaire that used in this study were elaborated under the direction of Gento (Gento, 2002) in 2002 and developed in the project leadership and quality of educational institutions in 2012. This questionnaire addressed 8 dimensions of PL which were mentioned and contained 80 indicators and translated into Czech by professionals. The reliability analysis showed a high reliability for this questionnaire, Cronbach's  $\alpha$  for the questionnaire is 0.982.

The participants were asked to evaluate each item of questionnaire in a 9-point Likert scale from two different aspects: the importance, which refers to the value given to the suggested dimensions and descriptors, the evidence, refers to the achievement, existence, reality or effectiveness at the school. This two aspects allowed grasping the difference between the participants' expectations and the reality they perceived.

And the methods used for data analysis were: reliability analysis (Cronbach's  $\alpha$ ), Mean, Standard deviation, cross table analysis and paired sample t-test.

39 questionnaires were recorded. There are 11 females (28%) and 28 males (72%). All the participants had a good knowledge of their school and they belonged to different



sectors of it: 2 headteachers (5%), 3 deputy headteachers (8%) and 34 teachers (87%). For the working experience of participants, 7 of them have working experience less than 7 years, 5 of them have 7-15 years, 27 of them have above 15 years working experiences.

### 6.3.1 Ranking of the dimensions of pedagogical leadership

In this section, the results concerning the eight dimensions of PL in schools providing compulsory education in selected Czech schools are presented first, and then the details of each dimensions.

The results (see Table 6.1) indicated that participative dimension of PL was the most important (M=8.2051, SD=0.25980) in selected schools and it's evident (M=7.6333, SD=0.25614) is high as well. The emotional dimension was the second important (M=8.0692, SD=0.28934), but its evidence was ranked lower, 5<sup>th</sup> out of 8 (M=7.5590, SD=0.30549). The Charismatic dimension was the third important in importance (M=8.0103, SD=0.38588), but it was the first evident (M=7.9154, SD=0.22485). Administrative dimension was the fourth in importance (M=7.8231, SD=0.31475), but it was higher in evident (2th/8, M=7.8744, SD=0.22485). Cultural, administrative and professional were considered important in reality as well.

**Table 6.1** Ranking of the eight dimensions of pedagogical leadership

Dimensions	Importance		Dimensions	Evidence	
	Mean	Std. Deviation		Mean	Std. Deviation
Participative	8.2051	.25980	Charismatic	7.9154	.22485
Emotional	8.0692	.28934	Administrative	7.8744	.22948
Charismatic	8.0103	.38588	Participative	7.6333	.25614
Administrative	7.8641	.31475	Cultural	7.5872	.45135
Anticipatory	7.8231	.39307	Emotional	7.5590	.30549
Cultural	7.8077	.42653	Professional	7.4333	.36672
Professional	7.7795	.39654	Anticipatory	7.3872	.40587
Formative	7.6692	.32036	Formative	7.3667	.34255

In Table 6.1, six aspects have been highlighted, which are charismatic aspect, participative aspect, professional aspect, emotional aspect, administrative and cultural aspect, and were considered as the more important dimensions of headteacher's PL.

In Table 6.1, those six dimension have relatively high score than other aspects in evidence, therefore, the result of the survey is consistent with the empirical study.

### 6.3.2 Performance of the participative aspect

In Table 6.2, the researcher has been concluded that the performance of participative aspect was insufficient according to the reports of participants. In survey, 8 indicators of participative dimension get more than 8 points in expectation, and indicator 5.1 Impulse to multidirectional communication ( $M=8.6410$ ,  $SD=0.66835$ ) get the highest point. In evidence, except 5.1, the points other indicators got were low than 8.

After running paired samples test of all indicators of this dimension, 9 out of 10 indicators have statistical significant difference between importance and evidence (see Table 6.2). In other words, the performance of participative dimension is not satisfied by participants. Therefore, the result of the survey is consistent with the empirical study.

**Table 6.2** Paired Samples Test: participative dimension

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	5.1a – 5.1b	.56410	.91176	.14600	.26854	.85966	3.864	38	.000
Pair 2	5.2a – 5.2b	.89744	1.16517	.18658	.51973	1.27514	4.810	38	.000
Pair 3	5.3a – 5.3b	.92308	1.61220	.25816	.40046	1.44569	3.576	38	.001
Pair 4	5.4a – 5.4b	.30769	1.10391	.17677	-.05015	.66554	1.741	38	.090
Pair 5	5.5a – 5.5b	.66667	1.38285	.22143	.21840	1.11494	3.011	38	.005
Pair 6	5.6a – 5.6b	.43590	1.07103	.17150	.08871	.78308	2.542	38	.015
Pair 7	5.7a – 5.7b	.53846	1.02202	.16365	.20716	.86976	3.290	38	.002
Pair 8	5.8a – 5.8b	.61538	1.33012	.21299	.18421	1.04656	2.889	38	.006
Pair 9	5.9a – 5.9b	.43590	.99459	.15926	.11349	.75831	2.737	38	.009
Pair 10	5.10a – 5.10b	.33333	.83771	.13414	.06178	.60489	2.485	38	.017

### 6.3.3 Performance of the emotional aspect

In Table 6.3, the researcher mentioned in empirical study, the performance

of emotional aspect of PL has not done well. And participants were not satisfied with the performance of emotional aspect of PL.

In survey, emotional dimension has 10 indicators, indicator 2.1 acknowledgment of others' dignity was considered the most important in importance (M=8.5641, SD=0.88243), and it was good in evidence (M=8.0769, SD=1.34526) as well.

About the difference between expectations and reality (see Table 6.3), indicator 2.1 Sig. (2-tailed)  $0.020 < 0.05$ , 2.2 recognition of collaborators' professional merit Sig. (2-tailed)  $0.035 < 0.05$ , 2.3 promotions of esteem on each person Sig. (2-tailed)  $0.019 < 0.05$ , 2.4 promotion of social acknowledgement to collaborators Sig. (2-tailed)  $0.045 < 0.05$ , 2.6 showing polite and delicate treatment to every person Sig. (2-tailed)  $0.009 < 0.05$  and 2.7 publicly expressed appreciation towards collaborators Sig. (2-tailed)  $0.013 < 0.05$  have statistical significant difference.

It is not hard to find that there are 6 out of 10 indicators have statistical significant difference in emotional dimension. The performance of this dimension was not good according to the survey, and this result is consistent with the empirical study.

**Table 6.3 Paired Samples Test: emotional dimension**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	2.1a – 2.1b	.48718	1.25387	.20078	.08072	.89364	2.426	38	.020
Pair 2	2.2a – 2.2b	.51282	1.46668	.23486	.03738	.98826	2.184	38	.035
Pair 3	2.3a – 2.3b	.69231	1.76447	.28254	.12033	1.26428	2.450	38	.019
Pair 4	2.4a – 2.4b	.53846	1.61972	.25936	.01341	1.06351	2.076	38	.045
Pair 5	2.5a – 2.5b	.25641	1.35176	.21646	-.18178	.69460	1.185	38	.244
Pair 6	2.6a – 2.6b	.82051	1.86197	.29815	.21693	1.42409	2.752	38	.009
Pair 7	2.7a – 2.8b	.48718	1.16691	.18685	.10891	.86545	2.607	38	.013
Pair 8	2.8a – 2.8b	.46154	1.58689	.25411	-.05287	.97595	1.816	38	.077
Pair 9	2.9a – 2.9b	.56410	1.75911	.28168	-.00613	1.13434	2.003	38	.052
Pair 10	2.10a – 2.10b	.28205	1.27628	.20437	-.13167	.69577	1.380	38	.176

In summary, the results of the quantitative study are consistent with the findings obtained by the qualitative method.

## **6.4 Recommendations**

For an effective implementation of PL in selected school, improvements should be made to construct well-structured systems that can provide more comprehensive and appropriate supports for the development of headteacher's PL.

### ***To offer trainings for different stages of school leaders***

Different stages of school leaders have been included in the implementation process of PL. Headteacher, deputies, head of department and so on. As the research results showed, two aspects of headteachers' performance were not pleasant: participative aspect and emotional aspect. Headteacher have excessive workload and the time for the development of their PL was limited. Effective distribution of PL in various level of school leaders would improve the efficiency of headteacher's work.

Besides, the role of pedagogical leader is dynamic and transformable. As Leithwood et al. (2006) suggested, although there is clearly a degree of overlap between concepts of shared and participative leadership, this does not mean that everybody is a leader. What is more, it's hard to guarantee that school leaders in different stages have enough knowledge about leading teaching and learning.

Under such circumstances, offer trainings for different stage of school leaders about PL is important and necessary.

Meanwhile, organizing trainings for different stages of school leaders are practical. School leader or governor of the municipalities could be the organizer of this special training. And lectures of the training can be some experienced headteachers, deputies or professors.

### ***To improve the diversity of implementation of pedagogical leadership***

There is a growing understanding of the importance of PL in Czech Republic. As the implementation of PL was limited by various factors in selected schools, it's important and necessary to improve the diversity of implementation.

As mentioned there were various ways for the implementation of PL, and some of them were limited by different reasons. However, when a way is perceived as being useful, for various reasons, to live up to the demands of pedagogical leadership development, and this useful affected school atmosphere in positive way, it can be considered as a new way of implement PL. However, not all the ways are visible for the

stakeholders, at least not initially, the different ways in which the stakeholders handled difficulties are included: ignoring the difficulties, solving difficulties, asking for help and so on. Moreover, an open-mind leader is needed as well.

In doing this, the diversity of implementation of PL can be improved.

## 7 CONCLUSION

As described in the dissertation, in schools providing compulsory education, teachers and headteachers have various difficulties in areas such as heavy workload, low respect level and so on. They are faced with barrier in the implantation process of PL.

Based on the data collected, the researcher summarized the current situation of PL in selected Czech schools, and outlined the characteristics of PL from different perspectives. The dimensions of PL, the characteristics of the good actors in PL and the challenges faced by the development of PL were elaborated.

According to the results of the research, the development of PL in selected Czech school was not very promising. The supports provided for the development of PL were insufficient in some aspect. The supports were not effectively helping teachers to improve the conditions of low salary, low respect level, high pressure and so on, and there was still mismatch between teachers and different stakeholders. Support providers, such as headteacher, deputies or head of department, also reported difficulties in the implementation process of PL. All of the above mentioned situations indicate the insufficient development of PL in selected schools. There are still problems to be solved in educational practices.

Barriers and facilitators which were found in the two coding paradigms of PL have been summarized. The barriers included: (1) financial limitation of school, (2) conflicts between various roles, (3) low social recognition of teacher's profession, (4) massive administrative work, (4) teacher retention and recruitment. The facilitators comprised: (1) appreciation of the teaching profession, (2) supportive management team, (3) supports from family, (4) supportive pedagogical leader.

Having clarified the barriers and facilitator found in the coding paradigms of PL, suggestions about future practice of PL can be proposed. In order to better support the development of PL in selected schools, measures have to be taken to improve the level of pedagogical leaders and to add the diversity of pedagogical strategies, including: (1) to offer trainings for different stages of school leaders, (2) to improve the diversity of implementation of pedagogical leadership.

In selected Czech schools, careful examination of the actors' situation is important to the implementation of PL. With the scrutiny of their need, appropriate supports should be provided, and the development of PL should be regularized and optimized.

Only with the good development of PL, can teaching and learning in selected Czech schools be properly carried out.

Having gained the knowledge of the characteristics and patterns of PL in selected Czech schools, further research in this area is still needed.

Firstly, PL emphasized that all stakeholders should effectively participate to the development of PL and the development of themselves as well. In the current patterns of PL in selected Czech schools mainly focused on teacher evaluation, how headteachers should be evaluated can be explored.

Secondly, since this research adopted a qualitative paradigm and explored the development of PL in selected Czech schools, the researcher attempted to reflect on the practice from one perspective and provide an in-depth explanation. For more comprehensive understanding of PL, further research with a larger number of participants can be conducted and a quantitative paradigm can be applied.

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## **Appendix A**

### **Interview I Interview for headteacher/deputies/ head of the department**

#### **Part one: Before the interview**

- Briefly introduce the study to participants

This conversation just for the use of educational scientific research, the main purpose of this interview;

- Ask the consents to be interviewed.

#### **Part two: About teachers' development**

- How do you understand teacher development? Is it important? Why?
- Can you tell me some strategies which are frequently (often) used to improve teacher's teaching in this school?
- Have you heard some feedback from teachers about their opinions of those strategies? Are they satisfied?
- Is there any assessment for teacher's teaching? If the result is not good as you expected, how will you deal with it?
- When you were working as a teacher, what did you expect from the headteachers or school leaders for your growth? Now you work as a headteacher/ deputy headteacher/ director, how do you feel about your job, are you satisfied with your job?

#### **Part three: About headteacher's professional development and difficulties faced by them**

- Can you tell me how do you understand self-development?
- As a headteacher, can you tell me whether there are any ways for you to improve yourself? How often did you go to this kind of course or lesson or informal meeting (or some ways what headteacher named)? Are you satisfied with it? Which one do you think is the best for you? Can you explain why?
- Are there any difficulties in your work, from the aspect of pedagogical leadership?
- In your years working as a headteacher, can you tell me the most important



element for a headteacher and for leading a school and of pedagogical leadership?  
And how to get it?

## **Interview II Interview for teachers**

### **Part one: Before the interview**

- Briefly introduce the study to participants

This conversation just for the use of educational scientific research, the main purpose of this interview;

- Ask the consents to be interviewed

### **Part two: About teachers' professional development and the delivery methods of pedagogical leadership**

- Can you tell me how do you understand teacher development? Is it important? Are you satisfied with it?
- Can you tell me some strategies that are often used to improve teaching? Are you satisfied with it? which one is your favourite, can you explain why?
- Besides those strategies, can you tell me what or who helped you the most? Can you explain why?
- From your aspect, what is the most important thing to be a good teacher?
- Do you have any difficulties in your work?

### **Part three: About teachers' perception of PL and dimensions of PL**

- How long have you been working with your headteacher/ deputies/ director? How often do you meet him/her?
- Is there any assessment about your work? How do you feel about it?
- Have you asked headteacher/ deputies/ director for help or assistant your work? Did you receive any response? What kind of help or assistance did you received, are you satisfied with it?
- From your idea, what should good headteacher / deputies/ director like? What are their characteristics? What they need to do?
- What is the biggest benefit for you to work in this school?

## Appendix B

**Table 5.3.1 Category: classroom observation**

<p>Interview for teacher\\T1 - § 2 references coded</p> <p>Reference 1 - <i>“regular, it’s the headmistress’ duty, twice a year, they come to see your teaching, and there is evaluating time after that”</i></p> <p><b>Code:</b> Evaluation of classroom teaching</p> <p><b>Code:</b> Responsible person of observation</p> <p>Reference 2 - <i>“there are several points they need to evaluate, you know, it is written, it’s like follow the rules, so it’s the methodology you use, the concepts, the context of the lesson, everything. This is a small school, we know each other, it’s more or less like friendly talk after that”</i></p> <p><b>Code:</b> Criteria of observation</p>
<p>Interview for teacher\\T2 - § 1 reference coded</p> <p>Reference 1 - <i>“it’s normally the leaders of the school come to see our lessons, it’s regularly every year it happens all the time. Then we have meeting to discuss what was good, what was bad, what could be better”</i></p> <p><b>Code:</b> Responsible person of observation</p>
<p>Interview for teacher\\T3 - § 1 reference coded</p> <p>Reference 1 - <i>“it’s very good, once or twice a year to my class and give my feedback. I think it’s very good that someone come to my lesson and tell me this is good, this would be better, I think it’s good”</i></p> <p><b>Code:</b> Frequency of observation</p>
<p>Internals\\interview for teacher\\T4 - § 1 reference coded</p> <p>Reference 1 - <i>“Deputy headmaster often came to our lesson, he the key person for teacher assessment, but teachers are involved as well, so we can say teachers and headmaster do assessment together”</i></p> <p><b>Code:</b> Responsible person of observation</p>
<p>Internals\\interview for teacher\\T5 - § 1 reference coded</p> <p>Reference 1 - <i>“they will come to my lesson, min 1 lesson one semester”</i></p> <p><b>Code:</b> Responsible person of observation</p>

**Table 5.3.2 Category: further training for teachers**

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Interview for teacher\\T1 - § 4 references coded

Reference 1 - *“And all these trainings, seminars or courses are focus on inclusive education, that you know, let’s get all the kids together in one school”*

**Code:** Content of training

Reference 2 - *“this is why this kind of trainings are not useful”*

**Code:** Teachers’ attitude of training

Reference 3 - *‘if I had enough money, if I had some supporting for leaving, if I didn’t have a kid with special needs on my own, I would probably like to go to England, you know, and take courses there”*

**Code:** Teachers’ attitude of training

Reference 4 - *“they have no money for it. Probably, if I ask, they would be willing to give me the time, but I can’t do that without money. You know, three of us are here, if each of us wanted to go aboard, once a year, no money. We can cover for each other it’s not the biggest problem. The problem is the money”*

**Code:** Training fee, limitation factors

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Interview for teacher\\T2 - § 4 references coded

Reference 1 - *“we invite some experts to give our lectures. There are some lectures generally by the department of education, so we have opportunities to search the internet and different courses are available in the internet”*

**Code:** Forms of training

Reference 2 - *“sometimes from university, also some local experts”*

**Code:** Forms of training

Reference 3 - *“it was quite good, I think. Learn some information, yes, it was good”*

**Code:** Teachers’ attitude of training

Reference 4 - *“I prefer small groups. You know, face to face, like that, and speaking about conquer things which are important at that time, for my position, for my school I’m working”*

**Code:** Forms of training

---

Interview for teacher\\T3 - § 2 references coded

Reference 1 - *“it’s possible to participate in, the problem is topic. Sometimes, there is some topics I need to know, so I participate in, there are possibilities, but not so many”*

**Code:** Limitation factors

Reference 2 - *“Some of them are free, some are not” … “me or school will pay”*

**Code:** Training fee

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Internals\\interview for teacher\\T4 - § 3 references coded

Reference 1 - *“Professional organisation provide specific training lessons (e.g. VUP),*

*institutions, programs etc. ”*

**Code:** Forms of training

Reference 2 - *“Different subject: pedagogic, psychology, etc. ”*

**Code:** Content of training

Reference 3 - *“School will pay the training free, headmaster decided who will participant this kind of training lessons ”*

**Code:** Training fee

Internals\interview for teacher\T5 - § 3 references coded

Reference 1 - *“different company offer different lessons ”*

**Code:** Forms of training

Reference 2 - *“headmaster make decision ”*

**Code:** Decision person

Reference 3 - *“two types: administrate with certification and easy to get money from school; private type without certification (teacher interested about the lesson, they with pay themselves, no stamp) ”*

**Code:** Forms of training, **Code:** Training fee

**Table 5.3.3 Category:** peer learning

Interview for teacher\T2 - § 1 reference coded

Reference 1 - *“We are help to each other, yes, when something goes wrong, we discuss it together ”*

**Code:** Between teachers and teachers

Interview for teacher\T3 - § 4 references coded

Reference 1 - *“xx, who has lots of experience in children with difficulties or special needs, so I am learning from her. She is very good, so when I have problem I discuss it with her or with other colleagues And sometimes I just need to sit and watch how she deal with students. ”*

**Code:** Between novice teachers and experienced teachers

Reference 2 - *“my mom is teacher too, she is teaching children with special needs, so I can discuss it with her too ”*

**Code:** Between teachers and their families

Reference 3 - *“some of my friends are teachers too, so sometimes, when we go out for some coffee or wine, we discuss our experiences ”*

**Code:** Between teachers and their friends

**Code:** Between teachers in different schools

Reference 4 - *“you can communicate with them(headteacher and deputy headteacher) and ask for help, they will never say, this is your problem. Ok, you can communicate, and corporate*

*with them ”*

**Code:** Between teachers and headteachers

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Interview for teacher\\T4 - § 1 reference coded

Reference 1 - *“And my colleagues, we are sitting in one office, sometimes it’s easier for us to communicate to each other, and sometimes, we discuss about our teaching and problems ”*

**Code:** Between teachers and teachers

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**Table 5.4.1 Category:** Appreciation of the teaching profession

Interview for teacher\\T1 - § 1 reference coded

Reference 1 - *“If I wasn’t a English teacher, I wouldn’t able to make some extra job and extra money. You know, I am. So I can support my son ”*

**Code:** make extra money

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Interview for headteacher\\H1 - § 4 references coded

Reference 1 - *“So being a teacher is stimulating, working with different group of people, different young people every year and it’s so exhausting and it’s not well paid, but I’m happy ”*

**Code:** Teaching is stimulating

Reference 2 - *“I am happy, because, I like it, it’s my life, it’s my hobby and sometimes when you are leading a lesson, the feeling is similar to being an actor in a successful performance ”*

**Code:** Teaching is enjoyable

Reference 3 - *“Plus, they give you something more than entertainment, it’s not every lesson, around 30% of my lessons, but there are lessons when I leave the lesson, I have really good feeling about what was going on in last 45 min, so it’s a rewarding job ”*

**Code:** Teaching is a rewarding job

Reference 4 - *“I think this is more emotional, teaching is emotional, which means it’s more difficult, more exhausting and takes energy out of you, so it’s up to you how you do it, how you do your job. ”*

**Code:** Teaching is emotional

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**Table 5.4.2 Category:** supportive pedagogical leader

Interview for teacher\\T1 - § 1 reference coded

Reference 1 - *“we know each other, it’s more or less like friendly talk ”*

**Code:** Acquaintance with teachers

---

Interview for teacher\\T2 - § 2 references coded

Reference 1 - *“And we don’t feel be working under stress. That’s what I feel.”*

**Code:** Easy-going personality

Reference 2 - *“We have no trouble to come to the headmaster and say, there is an interesting training or lectures I would like to take part in that. There is no problem” .*

**Code:** Providing opportunities of further education

---

Interview for teacher\\T3 - § 3 references coded

Reference 1 - *“I only know one headmaster and they are very good for me, I have very good experience with them.”*

**Code:** Easy-going personality

Reference 2 - *“you can communicate with them and ask for help, they will never say, this is your problem. Ok, you can communicate, and corporate with them.”*

**Code:** Helping teachers with their work

Reference 3 - *“when I had problem with parents, mother of my pupil, so we were sitting in the office and they were discussing what happened and what are we going to do now.”*

**Code:** Helping teachers with their work

---

Interview for teacher\\T4 - § 1 reference coded

Reference 1 - *“they (headteacher and deputies) are supportive, they provided lots of opportunities for our further education, such as training, or some courses”*

**Code:** Providing opportunities of further education

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**Table 5.4.3 Category:** supports from teacher’s family

Interview for teacher\\T1 - § 1 reference coded

Reference 1 - *“there are happy marriage teacher, you know, you can just go home and take of the family. Because their husband is able to financially support the family enough. Especially like this town, working industry, working class.”*

**Code:** Happy marriage

**Code:** Good financial situation

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Interview for teacher\\T3 - § 1 reference coded

Reference 1 - *“my mom is teacher too, she is teaching children with special needs, so I can discuss it with her too”*

**Code:** Supportive family members

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**Table 5.5.1 Category:** financial limitation of schools

<p>Interview for teacher\T1 - § 3 references coded</p> <p>Reference 1 - <i>“I’m not motivated and it’s not possible for me to beyond my financial possibilities, you know, to build my professional, to build my knowledge and skills.”</i></p> <p><b>Code:</b> not well paid</p> <p>Reference 2 - <i>“they have no money for it. Probably, if I ask, they would be willing to give me the time, but I can’t do that without money”</i></p> <p><b>Code:</b> not enough to support further training</p> <p>Reference 3 - <i>“we can live in that lower level of mainstream of life style. No holidays, or like you know at the seaside, or whatever, because it’s like I have no money for that”</i></p>
<p>Interview for teacher\T2 - § 1 reference coded</p> <p>Reference 1 - <i>“it’s a question of money” (who will participate the training)</i></p> <p><b>Code:</b> not enough to support further training</p>
<p>Internals\interview for teacher\T3 - § 1 reference coded</p> <p>Reference 1 - <i>“me or school” (pay training fee)</i></p> <p><b>Code:</b> not enough to support further training</p>

**Table 5.5.2 Category:** low social recognition of teacher’s profession

<p>Interview for teacher\T1 - § 4 references coded</p> <p>Reference 1 - <i>“But the public only listen what they want to hear.so the level of respect for our job, so low. And I have spent 10 years in the university, no one interested, no one cares. So, you know”</i></p> <p><b>Code:</b> Public disrespect to teachers</p> <p>Reference 2 - <i>“But there is no respect to parents, so there is no respect for the teachers”</i></p> <p><b>Code:</b> students disrespect to teachers</p> <p>Reference 3 - <i>“Not only to educate but also bring up the kids, because they (parents) have no time, they have to make money…They (parents) feel no duty to do anything. And it’s getting worse”</i></p> <p><b>Code:</b> Parents of students disrespect to teachers</p> <p>Reference 4 - <i>“the public now just see the free time we have. Which is not free, but they don’t know and they don’t want to know and the media keep telling them, like, you know, they are going to pay teacher holiday. But it’s not true”</i></p> <p><b>Code:</b> Public disrespect to teachers</p>
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**Table 5.5.3 Category:** conflicts between various roles

<p>Interview for teacher\\T1 - § 1 reference coded</p> <p>Reference 1 - <i>“if I didn’t have a kid with special needs on my own, I would probably like to go to England”</i></p> <p><b>Code:</b> Have child with special needs</p>
<p>Interview for teacher\\T4 - § 1 reference coded</p> <p>Reference 1 - <i>“I have two small kids, so after work, I prefer to spend more time with them. sometimes, I can’t imagine I need to go to somewhere to take one week or three days training, I probably will take them with me, but you know, it’s so difficult”</i> .</p> <p><b>Code:</b> Limited time to stay with family</p>

**Table 5.5.4 Category:** administrative work

<p>Interview for teacher\\T2 - § 1 references coded</p> <p>Reference 1 - <i>“teaching is just one part. Second part is preparing teaching, but also dealing with lots of paper thing. Because we must to write everything on the paper, in the computer as well, so sometimes, one thing need to be in three places, it’s really have to be done”</i> .</p> <p><b>Code:</b> paper, documents</p>
<p>Interview for teacher\\T3 - § 2 references coded</p> <p>Reference 1 - <i>“because I’m young, I don’t have many experience, and its lots of work, no time”</i></p> <p>Reference 2 - <i>“And papers, documents, they are the worst”</i> .</p> <p><b>Code:</b> documents</p>

**Table 5.6.1 Category:** improved teaching ability

<p>Interview for teacher\\T2 - § 4 references coded</p> <p>Reference 1 - <i>“Learn some information, yes, it was good”</i>.</p> <p>Reference 2 - <i>“yes, they give some skills”</i></p> <p>Reference 3 - <i>“I mean we got classes with children with some difficulties. Body, behavior, mental, this thing, so it’s really helps how to work with those children”</i> .</p> <p>Reference 4 - <i>“we do some actives in training or courses, it’s like simulation of our situation”</i> .</p> <p><b>Code:</b> Teaching method</p> <p><b>Code:</b> teaching experience</p>
<p>Interview for teacher\\T3 - § 3 references coded</p> <p>Reference 1 - <i>“now I have class with children with special needs and learning difficulties, it’s</i></p>



*really good experience for me. And it's for the first time, I'm still learning".*

Reference 2 - *"My self-confidence is very low, i think more practice can help "*

*Code: teaching methods*

*Code: self-confidence*

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Interview for teacher\T5 - § 1 reference coded

Reference 1 - *"It helped me in the aspect of communication, and deal with conflicts and better motivate learners "*

*Code: teaching methods*

*Code: teaching experience*

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**Table 5.6.2 Category:** Different attitudes towards school leadership

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Interview for teacher\T1 - § 2 references coded

Reference 1 - *"...the management of this school, if we talk about headmaster, he is not powerful enough. It's not within his powers to affect the personal situation "*

Reference 2 - *"I mean for the headmaster is also scalable, they don't know, because they are not high enough to get the information in the first place. Actually, there are not many people over there who know. And who are able to tell you this is right, this is not. This is what you will do now and this is what you stop doing. So for them, it's quite difficult "*

*Code: Disappointed*

---

Interview for teacher\T2 - § 3 references coded

Reference 1 - *"we're very satisfied with the leaders of this school "* .

Reference 2 - *"And we don't feel be working under stress "* .

Reference 3 - *"We have no trouble to come to the headmaster and say, there is an interesting training or lectures I would like to take part in that. There is no problem "* .

*Code: Satisfied*

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Interview for teacher\T3 - § 1 reference coded

Reference 1 - *"I only know one headmaster and they are very very good for me, I have very good experience with them "* .

*Code: Satisfied*

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**Table 5.6.3 Category:** Teacher's expectations of school leaders

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Interview for teacher\T2 - § 1 references coded

Reference 1 - *"there are not much opportunity to go to computer room, because, it's full all the time "* .

*Code: Teaching aids and equipment*

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Interview for teacher\T3 - § 2 references coded

Reference 1 - *“they are good, but we need more equipment, for example, balls or specials things for pupil with special needs and learning difficulties, it’s would be better”*

Reference 2 - *“I only think about how I can improve not how they can help. Because I’m glad that I can be here, so I didn’t think about it in this way,”*

**Code:** Teaching aids and equipment

---

Interview for teacher\\T4 - § 3 references coded

Reference 1 - *“I expected them to leave me alone to give me some space. Because I was need focused on my more experienced colleagues”*

Reference 2 - *“From the management, I was expected to give me some basic things like study resources, like books, dictionary, DVD, to creative a place which I can actually teach, to make sure everything is ready and fine in the classroom ”*

Reference 3 - *“So I didn’t expect much, I expect only basic things and I learning more from my older colleagues”*

**Code:** space and time, prepared classroom

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Interview for teacher\\ T5- § 1 reference coded

Reference 1 - *“I wanted to be respected as a person, teacher and human, and I knew I can have different opinion from my headteacher. but I can have possibility to tell them and I don’t need to worry about to .....so it was important to know that I can tell them and I can have different opinion”*

**Code:** Easy and stress-free environment

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**Table 5.10.1 Category:** headteacher’ s lack of focus on leading teaching and learning

Interview for headteacher\\H2 - § 4 reference coded

Reference 1 - *“I have to study something, functional study, to have the possibility to be a headmaster ” .*

Reference 2 - *“because it’s about the law. And many kinds of law. Pedagogic ones, about hygiene, about some architecture thing about buildings, you know, it’s really very wide area ”*

Reference 3 - *“to be honest, at the first beginning, it’s not about how to work with other people, it’s about and it’s still how to manage yourself”*

Reference 4 - *“I have to go their lesson to see, I should go more often that I able, because there are lots of work ”*

**Code:** Lack of preparation on leading teaching and learning; Limited time for leading teaching and learning

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**Table 5.11.1 Category:** assessing and improving teacher's teaching

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Interview for headteacher\H1 - § 2 references coded

Reference 1 - *"I am sending my other colleagues to methodological courses to London, to oxford. And they like it"*

**Code:** external training

Reference 2 - *"they are happy that they have chance to go methodological courses and to oxford, meet different teachers from the school"*

**Code:** internal training

---

Interview for headteacher\H2 - § 6 references coded

Reference 1 - *"they have some opportunities to training, according to their subject"*

Reference 2 - *"We organize trainings for all the staff, which I think it's really good. Because it's about corporation between the people, but it's a choice about the person who need the training which you don't know"*

Reference 3 - *"I have to go their lesson to see, I should go more often that I able, because there are lots of work"*

Reference 4 - *"when a new teacher come to our school, after one month, I will go to the lesson to see, and to review, tell them what is good what is not good and what should do and what shouldn't do. but it's an unpleasant activity you know, maybe for both side, because its' not a nature situation"*

Reference 5 - *"we are sitting here, to speak about it, I have notes, and I have a sheet of paper during the lesson and I tell people what is ok, what is wrong as I see, then after one month, I will go again, to see is there any changes in this lesson. and if the person is the right teacher we should have, so it's visible to see the change, if not, so we talk again, I have to speak, which is not very pleasant, I tell them there is something wrong, I don't like it"*

Reference 7 - *"parents or someone else writing emails to say this is not good, and that is not right, so I meet the parents of the students, this is way how we push teachers"*

**Code:** classroom observation, internal training

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Interview for headteacher\H3 - § 3 references coded

Reference 1 - *"every headteacher have their own plan for teacher development"*

Reference 2 - *"For novice teacher, I will go to their lesson, give advice to them and give them a skillful tutor. Besides, I sometimes ask the expert to come our school to have lecture to our teachers"*

Reference 3- *"I go to their lesson sometimes, and give feedback to them. And teachers in my school have been evaluate in different aspects, the grade of every exam, corporation with colleagues, feedback from parents, the number of students who went to some competition (e.g., math, music etc.) , extra work."*

**Code:** internal training, classroom observation

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Interview for headteacher\H4 - § 4 references coded

Reference 1 - *"We have further education or training for our teachers, which are included some course, invite lector to school, internet, online course, self-education, project, share experience, learning from project etc."*

Reference 2 - *"We have assessment for our teachers, such as observation of their lesson, and I have a questionnaire to give points to them"*

Reference 3 - *"Harmony atmosphere, way of teaching, teaching tools, special needs from pupils,*

*structure of the lesson, relationship between teachers and students, marks in the text book or exercise book, students marks and teacher marks are evaluated in this school”*

Reference 4 – *“ASAP meeting after the lesson, and we will evaluate the lesson together, after meeting, I will go to lesson again”*

**Code:** *classroom observation, internal training*

**Table 5.11.2 Category:** distribution of leadership

Interview for headteacher\\H1 - § 2 references coded

Reference 1 - *“if you are not straight and confirm and to say you have to do this and you have to do that then you end with yourself do the whole work, so all the projects and all the things comes”*

Reference 2 - *“Maybe I’m trying even better to be head of the this department especially when come to distribute work to my children, not my own one, but it is ok. To my colleagues, so assigning work. Some of them don’t want to do their work, extra work. Some of them are willing to participate, it’s all changing, so I need to be a listener, I need to understand what they want, I need to be able to distribute work, so this confirm”*

**Code:** *Distribution of leadership among teachers*

Interview for headteacher\\H2 - § 2 references coded

Reference 1 - *“So it is crucial to have a group of people who trust me and they have the feeling that I trust them. And it’s easier to be a leader, but it’s tickle. So it’s about find the balance between be to colleague”*

Reference 2 - *“And finding the balance is very difficult. But I’m still try, and my biggest plus is I have absolutely great deputy”*

**Code:** *Distribution of leadership among deputies and directors*

**Table 5.11.3 Category:** Self-development

Interview for headteacher\\H1 - § 2 reference coded

Reference 1 - *“so, if I want to be a good teacher in 5 or 10 years, I need to work on my personal skill and my professional skill as well. I think the good way is traveling in this stage, because I think that I am the master, most of the methods I’m available to know some methods work better, some work not so good or not so well. For me, this stage of my work and my career I feel that traveling, meeting people, getting known or seeing people in different situations”*

Reference 2- *“And last year I met teachers from Germany, Poland, Finland, Ireland, Scotland and Italy Spain, from all the Europe. I talked with them about some basic things, about what we eat and about our jobs. And I found out, I even talk to teacher who is from Australia, and it’s funny, she has the same problems even though she is come from Australia, we shared the feelings, and we even can actually finish each other’s sentences, it was quite funny that the formal education, universities are similar, are facing the same challenges at this time”*

**Code:** *peer learning, self-study, external training*

Interview for headteacher\\H2 - § 2 references coded

Reference 1 - *“I studied last year, it was one year study for a headmaster, now is no lesson, but*

*they have trainings focused on headmasters concerning to the special area, last time it was about children with special needs, and how to treat the situational with parents, the institution and how to keep the kids ok”*

Reference 2 - *“the way is really works is to communicate with another head teachers from another school, in x-city, there are many good schools, they are men, and they are sitting in the chair for a long time. so, they are experienced and they are very open which is important to me and they are willing to share their experience with me. which is really good”*

**Code:** *self-study, peer learning*

Interview for headteacher\H3 - § 1 reference coded

Reference 1 - *“I went to 2 years’ course, at faculty school”*

**Code:** *external training*

Interview for headteacher\H5 - § 2 references coded

Reference 1 - *“I went to one seminar last semester”*

Reference 2 - *“reading, self-study, some articles on internet”*

**Code:** *external training, self-study*

**Table 5.12.1 Category:** appreciation of the teaching and leading profession

Interview for headteacher\H1 - § 2 reference coded

Reference 1 - *“I am happy, because, I like it, it’s my life, it’s my hobby and sometimes when you are leading a lesson, the feeling is similar to being an actor in a successful performance”*

**Code:** *teaching is enjoyable*

Reference 2 - *“And being a boss, it’s more difficult part of my job, teaching for me is a hobby, I’m doing it easily now, because I know the methods and if I have a situation in my lesson, any situation I dare to say, I know what to do. In the beginning, I was confused, I didn’t know yet, theoretically knew, but it’s not work, now I know what works and what doesn’t work, the job is much easier to me than 10 years ago”*

**Code:** *teaching is enjoyable*

Interview for headteacher\H2 - § 1 reference coded

Reference 1 - *“But I know that I need to change, maybe that feeling: I need do more for this school, you know, so maybe this is the motor to push me to do it”*

**Code:** *spirit of change and dedication*

**Table 5.12.2 Category:** Supportive management team

Interview for headteacher\H1 - § 1 references coded

*“it’s very easy to come up with an idea, but it’s very difficult to make the idea happen. It’s usually a very long process. And if the idea was wrong in the beginning, it will waste a lots of work and energy, it’s really frustration for the teachers. They know from the very beginning, this is not a good idea and they will not work. Fortunately, if I say some stupid thing, stupid is very strong word, ideally say, might not work sometimes you want to build some wall to give sb sth to do, I will say let’s build something more useful”*

**Code:** *shared positive communication*

Interview for headteacher\H2 - § 3 references coded

Reference 1 - *“So it is crucial to have a group of people who trust me and they have the feeling that I trust them, and shared the same values”*

Reference 2 - *“And finding the balance is very difficult. But I’m still try, and my biggest plus is I have absolutely great deputy, they are really great”*

Reference 3- *“I want to do it this way, to give people the chance to feel comfortable, to feel respected, not to feel stress”*

**Code:** *shared common values, sharing positive communication*

Interview for headteacher\H3 - § 1 reference coded

Reference 1- *“my school is not a small school, it’s impossible for me to take care everything. so my deputies helped a lot”*

**Code:** *showing appreciation*

**Table 5.12.3 Category:** Supports from headteacher’s family

Internals\interview for headteacher\H2 - § 1 reference coded

Reference 1 - *“It was a big challenge. Then I thought about it about 2-3 days, to speak through it with my husband, then we decided why not?”*

**Code:** *supportive family member*

Internals\interview for headteacher\H4 - § 1 reference coded

Reference 1 - *“I believe my career should enhance my life but not take over, but sometimes, I was rush, and forget some important things, my husband or even my kids will keep remained me”*

**Code:** *supportive family member*

**Table 5.13.1 Category:** financial limitation of schools

Interview for headteacher\H2 - § 3 references coded

Reference 1 - *“It’s depends on the money, on the other hand. So, I should have the money to organize it, sometimes is difficult, but it’s not a big problem for us.”*

Reference 2 - *“There is no money for pedagogic assistance, we didn’t get the whole sum of money to pay them. It’s demanding for our budget, because we have to pay them, but I have to take money from another teacher... I think the wall is white or blue, and it would be in other colors. maybe it’s not the good example, but you know what I mean.”*

Reference 3 - *“Which is very crucial, for example, this is school have five buildings and they are all very old buildings, this building is more than 130 years old. So the first one is to have the money and second one is about the chance to do it, there are many strict law, so this is the problem for us.”*

**Code:** *have problem to pay employees of specific position, have problems to maintain the building*

Interview for headteacher\H3 - § 1 reference coded

Reference 1 - *“the headmaster has the right to decide where the money will go, half price for*

*the lunch, trip, circumstance, sports, fee for holiday, but it's for the best condition of the school, you know, it's not always in the best condition"*

**Code:** *have problem to support further training of teacher*

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**Table 5.13.2 Category:** excessive workload

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Interview for headteacher\\H1 - § 1 reference coded

Reference 1 - *"So, if I knew, my boss me, how much work he does, I mean paper work. Administration, organizing things, fulling thousands of questionnaires and forms. So, if I knew, I will probably be happy that I don't need to do it"*

**Code:** *Organizing various thing*

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Interview for headteacher\\H2 - § 1 reference coded

Reference 1 - *"We have 88 employees, teacher 58, we have five buildings, two for kindergarten, two buildings for primary school and our building, for lower secondary. So, five buildings. You can imagine how much work I need to do every day."*

**Code:** *organizing various thing*

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Interview for headteacher\\H4 - § 1 reference coded

Reference 1 - *"Yes, lots of work every day, to deal with people well, let teachers follow the rule, and everyone is informed, administrative work and fill lots of forms"*

**Code:** *administrative work*

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**Table 5.118.3 Category:** teacher retention and recruitment

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Interview for headteacher\\H1 - § 1 reference coded

Reference 1 - *"my colleagues are excellent teachers, they have excellent English and they can leave the job anytime, and I know they are brilliant teachers and I trying very hard to keep them here, in this school to do their job, so I need be more careful"*

**Code:** *Teacher retention*

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Interview for headteacher\\H2 - § 2 references coded

Reference 1 - *"Now I have a big problem, I need an English teacher, but there is no chance to get somebody... I'm really exhausted about finding. I think the problem is the retirement become more and more late, the people really need to have a rest, and students or fresh teachers, when they are able to speak, maybe they will find another job"*

**Code:** *teacher recruitment*

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**Table 5.14.1 Category:** improved headteacher's capacity

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Interview for headteacher\\H1 - § 2 references coded

Reference 1 - *"But this is getting better after 12 years, it's about time... now I feel much more confident and I'm starting more and more projects."*

Reference 2 - *“Now I think I’m in a position to say or raise my hand to say, I don’t think it’s good idea, we should do something else. And it usually work. It took me 12 years to get there”*

**Code:** Decision making, promoting communication skills

Interview for headteacher\\H2 - § 2 references coded

Reference 1 - *“There is a way which I still learning, how to let people feel comfort especial when tell some unpleasant things...And I think that in final, they both know. So we need find way to satisfy parents, maybe pupils and teachers as well. The situation now to me is not that ideal, but the situation become better and better”*

**Code:** Good learning habit

**Table 5.14.2 Category:** improved teacher’s satisfaction

Interview for headteacher\\H1 - § 1 reference coded

Reference 1 - *“they are happy that they have chance to go methodological courses and to oxford, meet different teachers from the school”*

**Code:** satisfied with further education and training

Interview for headteacher\\H2 - § 1 reference coded

Reference 1 - *“I’m trying to not stress people in this way, there is a problem, and I tell it in the right way, and this is my way how I solve and not stress the working place, I’ m not going to say it’ s good, but I think it’ s ok”*

**Code:** satisfied with school leadership

Interview for headteacher\\H3 - § 1 reference coded

Reference 1 - *“I hope it is ok for them, but I know they were happy because we invited so important professor to have lecture in our school last week”*

**Code:** satisfied with further education and training

**Table 5.14.3 Category:** better cooperation between all stakeholders

Interview for headteacher\\H1 - § 2 references coded

Reference 1 - *“it’s all changing, I need to understand what they want, I need to be able to distribute work, so this confirm. But this is getter better after 12 years, between my colleges and me, it’s about time”*

Reference 2 - *“and being a boss, it’s more difficult part of my job, teaching for me is a hobby, I’m doing it easily now, because I know the methods and if I have a situation in my lesson, any situation I dare to say, I know what to do.”*

**Code:** Between teachers and headteahers, between teachers and students

Interview for headteacher\\H2 - § 3 references coded

Reference 1 – *“I think it’s important not to show the problems to the employees, I have solve them, but it shouldn’t a trouble for them. which is very important for me, but he or she need to know that they need to respect the decision, this is our way to work together, and it’s ok”*

Reference 2 – *“And I think that in final, they both know. So we need find way to satisfy parents, maybe pupils and teachers as well”*



Reference 3 - *“they are experienced and they are very open which is important to me and they are willing to share their experience with me. which is really good. and communicate by them from time to time, we need to sit together to solve some problems.”*

***Code: between teacher and teacher, between HT and HT, between school and parents.***

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## Appendix C

### DOTAZNÍK “LEADERSHIP” VE ŠKOLÁCH

Záměrem tohoto dotazníku je získat informace o **přisuzované důležitosti a získané zkušenosti** týkající se **vedení a řízení dané školy**, konkrétně znaky a parametry vztahující se k tématu “leadership” (tedy jaký v jakém pojetí by měl být leadership/vůdcovství ve škole realizován a jaké konkrétní zkušenosti s ním máte ve Vaší škole). Obě kategorie, tj. přisuzovaná důležitost i zkušenost, by měly být vyhodnoceny pro každý znak a parametr: pro každý z nich je v dotazníku pole, do kterého uveďte Vaše hodnocení. Budete-li chtít, můžete přidat další parametry do sekce “jiné” a zhodnotit je. *Váš názor je pro nás velmi cenný a důležitý. Vážíme si Vaší spolupráce!*

## HODNOCENÍ PŘISUZOVANÉ DŮLEŽITOSTI A DOSAŽENÉ ZKUŠENOSTI TÝKAJÍCÍ SE ŘÍZENÍ ŠKOLY (\*)

(\*) Do sloupce *důležitost* prosím uveďte číselnou hodnotu 1 až 9 pro Vámi navrhovanou hodnotu posuzované důležitosti tohoto parametru; do sloupce *zkušenost* uveďte prosím číselnou hodnotu 1 až 9 pro míru skutečného dosažení daného parametru ve Vaší škole. (minimum = 1, maximum = 9)

	Důležitost	Zkušenost
1. <b><u>Dimenze: osobnost ředitele</u></b> .....	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Zkušenosti .....	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Odborná způsobilost .....	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Akceptace podřízenými .....	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Všeobecná a odborná připravenost .....	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Absolvování výběrového řízení .....	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Uznání z vnějšího prostředí školy .....	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Upravenost a péče o zevnějšek .....	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Nadšení .....	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Smysl pro humor .....	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Osobní oddanost a nasazení .....	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Jiné (specifikujte) .....	<input type="checkbox"/>	<input type="checkbox"/>

	Důležitost	Zkušenost
2. <b><u>Dimenze: emoce</u></b> .....	<input type="checkbox"/>	<input type="checkbox"/>
2.1 Uznání a respekt lidské důstojnosti.....	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Uznání profesních zásluh spolupracovníků .....	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Pozornost věnovaná každému jedinci .....	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Podpora společenského uznání spolupracovníků .....	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Vyjádření veřejného uznání spolupracovníkům za jejich úspěchy	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Respektování odlišných názorů .....	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Veřejné vyjádření podpory svým spolupracovníkům .....	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 2.8 Obhajoba spolupracovníků v případě nespravedlivé kritiky..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.9 Pozornost věnovaná potřebám spolupracovníků .....             | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.10 Podpora samostatnosti a sebedůvěry spolupracovníků.....      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.11 Jiné (specifikujte) _____                                    | <input type="checkbox"/> | <input type="checkbox"/> |

Důležitost	Zkušenost
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|--|--------------------------|--------------------------|
| <b>3 <u>Dimenze: schopnost předvídat</u> .....</b>             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1 Podněcování diskuse o podstatě práce školy .....           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Předvídavost v oblasti potřeb zaměstnanců školy .....      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Jasná vize .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Představa o tom, jak by škola měla být organizována .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Kreativní návrhy řešení .....                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Návrhy náročných, ale dosažitelných cílů .....             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7 Osobní příspěvní k jednotlivým návrhům a iniciativám ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8 Stimulování spolupracovníků k vyvíjení úsilí .....         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.9 Plánování a řízení nutných změn .....                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.10 Dodávání podpory při překonávání odporu ke změnám.....    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.11 Jiné (specifikujte): _____                                | <input type="checkbox"/> | <input type="checkbox"/> |

Důležitost	Zkušenost
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| <b>4. <u>Dimenze: kvalifikovanost</u> .....</b>                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.1 Osobní podíl na plánování profesního rozvoje .....            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Osobní podíl při tvorbě postupů a principů .....              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Osobní podíl při vyhodnocování kvality práce .....            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Osobní zúčastněnost na zjišťování výsledků vzdělávání .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Osobní příspěvní při organizování práce školy .....           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 Pěstování povědomí a informování o práci ostatních škol ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.7 Podpora kultury podporující proces učení .....                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.8 Schopnost přizpůsobovat se aktuální situaci .....             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.9 Péče o klima školy .....                                      | <input type="checkbox"/> | <input type="checkbox"/> |

- 4.10 Povzbuzování k inovacím .....
- 4.11 Jiné (specifikujte): \_\_\_\_\_

Důležitost	Zkušenost
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- 5 **Dimenze: spolupráce** .....
- 5.1 Pěstování oboustranné komunikace učitelů s vedením .....
- 5.2 Kvalitní výběr spolupracovníků .....
- 5.3 Akceptování názorů spolupracovníků .....
- 5.4 Důvěra a delegování zodpovědnosti spolupracovníkům .....
- 5.5 Věnování pozornosti návrhům spolupracovníků .....
- 5.6 Poskytnutí prostoru pro diskuzi (podpora diskuze) .....
- 5.7 Podpora spolupráce .....
- 5.8 Iniciování a podporování týmové práce spolupracovníků .....
- 5.9 Jasně vymezení funkcí spolupracovníků .....
- 5.10 Udržování rovnováhy mezi delegováním a kontrolou činností .....
- 5.11 Jiné (specifikujte): \_\_\_\_\_

Důležitost	Zkušenost
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- 6 **Dimenze: kultura školy** .....
- 6.1 Podpora kultury školy .....
- 6.2 Přizpůsobování vzdělávání kultuře dané školy .....
- 6.3 Přizpůsobování vzdělávání kulturnímu kontextu žáků .....
- 6.4 Podporování jedinečnosti školy .....
- 6.5 Zjišťování zájmů spolupracovníků .....
- 6.6 Harmonizace vizí spolupracovníků .....
- 6.7 Zlepšování klimatu učitelského sboru .....
- 6.8 Podpora dodržování řádu a bezpečnosti .....
- 6.9 Podpora žákovské samosprávy .....

6.10 Osobní ztělesnění etických a kulturních principů instituce

6.11 Jiné (specifikujte): \_\_\_\_\_

**7 Dimenze: podpora učení** .....

7.1 Pečování o vlastní další vzdělávání .....

7.2 Pomoc při vzdělávání spolupracovníků .....

7.3 Poskytování materiálů pro další vzdělávání (knihy, dokumenty,..)

7.4 Podporování dobrých vztahů mezi jednotlivými učiteli .....

7.5 Napomáhání k mezipředmětovým výměnám informací .....

7.6 Dodávání podpory k získávání zpětné vazby .....

7.7 Proaktivní chování pro získávání projektů a grantů .....

7.8 Podporování dlouhodobého studia určitých témat .....

7.9 Podpora diskuzí na odborná témata .....

7.10 Podpora inovací .....

7.11 Jiné (specifikujte): \_\_\_\_\_

Důležitost	Zkušenost
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<input type="checkbox"/>	<input type="checkbox"/>

**8 Dimenze: administrativa** .....

8.1 Předsedání pedagogické radě .....

8.2 Kontrolování dokumentů .....

8.3 Řízení materiálních zdrojů .....

8.4 Věnování pozornosti dodržování zákonů a směrnic .....

8.5 Zasahování do výběru zaměstnanců .....

8.6 Aktivní podpora při získávání zdrojů.....

8.7 Odsouhlasování výdajů .....

8.8 Delegování .....

8.9 Informování veřejnosti o životě školy .....

8.10 Garantování práva zaměstnanců na vyjádření vlastního názoru

8.11 Jiné (specifikujte): \_\_\_\_\_

Důležitost	Zkušenost
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**Další údaje:**

Pohlaví:

žena      muž

Počet let pedagogické praxe (celkově, nejen na této škole)

0-2              2-7              7-15              více než 15let

Název školy: