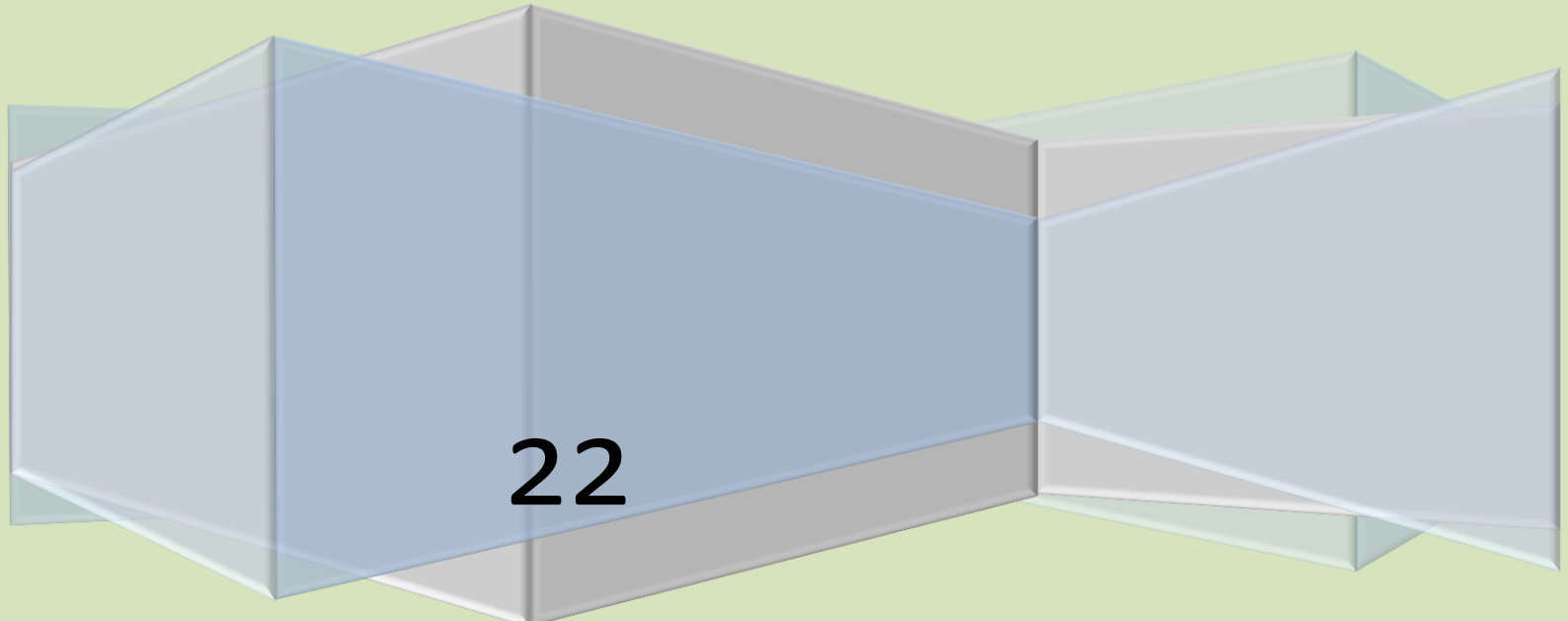


Dimitra I. Koniari  
Georgios D. Raftoulis

# The Role of School Principal



22



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### **The role of school principal**

#### **Self Publishers**

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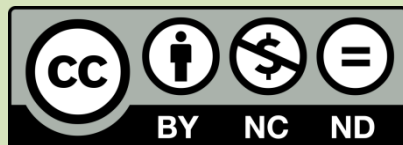
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**ISBN 978-618-00-3788-3**



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**Αγάθων, 450-400 π.Χ.**

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## Introduction

The digital world is a reality, nowadays, as it consists the world that we live, work, communicate. The right administration of every educational structure, and especially of school, drives to better function of school. In this existing conditions of the technological explosion of information and communications, and the on-going redefinition, education could not be an observer, but it must integrate and exploit Information and Communication Technologies (ICT from now on) in the daily practice.

Nowadays the educational system generates a huge amount of digital information, and in order to obtain immediate processing it is necessary to use the ICT. The ultimate goal is alertness, simplification, and flexibility of day-to-day administrative functions, the minimization of processing times, the modernization of the education administration and the achievement of communication. At the same time, the traditional school, which is based on bureaucratic and managerial integration of administrative work, is now transformed into a "digital" school, flexible, adapted to modern "digital" environments.

In our days, the age of digitalization (Hatlevik & Christophersen, 2013; Pettersson, 2017) where the technologies have introduces in every section of our life, leaders of every school unit face new challenges (Pettersson, 2017; Zeike et al., 2019). The development of technology has contributed to the transformation of teaching, learning and administration process (Cabrera et al., 2020).





### 1.1. School leadership: concept and models

It is undoubtedly a reality that school systems change they function business organizations. In this framework the school leaders play a vital role in order the students have high school performance. In addition, principals are responsible for changing the culture of the school (Anderson, 2017).

The Fourth Industrial Revolution push and the education to change in order to be adapted to new digitalized conditions. For this purpose teachers and principals have to be open minded in order to make changes which brings the evolution of technology

The role of every leader who is responsible and wants to be in this society is multidimensional. Especially, everyone has not only to be administrative but has as its main task the foster of changes in order to change the culture of school and its management (Pont, 2020).

School leadership is one of the most important factor in the success or failure of a school. School leaders have a crucial role to play in order to improve the school level efficiency and to transform national education systems. The role of the school leader continues to evolve “from a traditional managerial role to a performance-based distributed leadership role” (Mancinelli & Acker-Hocevar, 2017, p. 9), defined by greater pressures and demands which requires them “. . . to be more reflective, relational, contextual, socially and environmentally aware and entrepreneurial” (Miller, 2018, p.2).

Acker-Hocevar et al. (2015, p. 4) mention that because of the conditions of 21<sup>st</sup> century:

“School leadership is not simply putting prescribed solutions into action, but a constant encounter with quandaries that demand thinking and problem solving, responding, and adjusting to the situations at hand.”

Miller (2018, p. 5) notices that:

“the quality and availability of teachers and aspiring school leaders; quality teaching and learning, pupil behaviour, quality of support received from and by parents, location and size of a school, size and gender make-up of staff and student bodies as well as the

degree of support/challenge received from the school board, have a direct impact on the ability of school leaders to enact their roles as well as on the kinds of outcomes schools can or may have”.

The school leadership is a concept with complex and varied dimensions, due to the differences and different focus of each form of leadership (Leithwood et al., 2008). Leadership means the ability to give to others the possibility to follow, through the strategic thinking and focusing on the right direction, removing obstacles, developing responsibility and taking action.

According to Miller (2018, p. 5) there are many factors that are having an impact on the role of school leader, internal and external to the school:

“increased global competition among educational systems, social, political and civil unrest, multiple and competing policies requiring simultaneous implementation frameworks for increased accountability, frameworks for and increased and improved performance, the quality and adequacy of infrastructure and resources, the threat and impact of natural disasters; growing national/international economic uncertainty”.

According to Buranda (2005) the leadership is a process of influencing the thoughts, the feelings, the attitudes and behaviours of a small or large formal or informal group of people by one person (leader), in such a way that willingly and voluntarily, with the appropriate cooperation, in order to give them their best to achieve effective goals that are resulted from the team's mission and ambition for progress or a better future.

Kantas (2008) also focuses on the characteristic of teamwork, stating that "The phenomenon of leadership is primarily a group phenomenon that refers to the processes of influence and interaction between two or more individuals" (p. 175).

According to Saitis (2008, p. 283) the concept of leadership refers to “activating and guidance of human resources, in order to contribute effectively to the realization of the objective goals of the organization”.

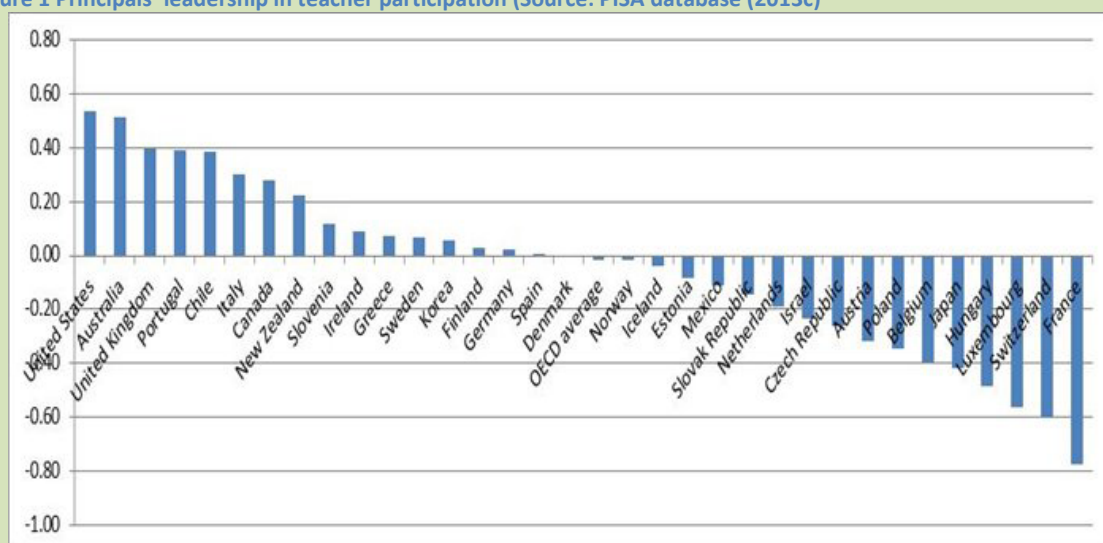
The leader of a school is the leader of this organization and he/she must decide about the ways of action that should be followed in order to be achieved the school goals. Principals has to plan, organize and control the function of all school unit.

One of the most important key for a successful leadership is the organizational success. It is not possible to distinguish the causes and the effects as some successful leaders would only be lucky to be in the right point the right time. In order to achieve this goal, the principal must be dynamic and inspirational (Branch et al., 2012).

According to a study of OECD about School Leadership (Pont et al., 2008), autonomy is a vital key in the success of a leader. Principals must be able to support teachers and evaluate them.

Furthermore, data from PISA 2012 (p. 15) (Figure 1) about the practices of school leaders in relation to teacher participation in management, framing and communicating school goals and on instructional leadership practices shows that teacher participation in management is more developed in selected countries. This is about the teacher participation about the frequency with which they were involved in the following school affairs in the previous school year: 1) provide staff with opportunities to participate in school decision-making; 2) engage teachers to help build a school culture of continuous improvement; and 3) ask teachers to participate in reviewing management practices. Higher values on these indices indicate greater involvement of school principals in school affairs.

Figure 1 Principals' leadership in teacher participation (Source: PISA database (2013c))



In modern society, which is characterized as the society of knowledge and of rapid changes, the successful leader needs to have leadership and managerial skills. The leadership is an important aspect of the administrative function, but it is not

synonymous with the administration and management. The concept of management refers to the function through which human resources, materials, and other means are in a process of mobilization, vigilance, and orientation towards the desired goals.

The leadership that gives more emphasis on change and motivation (Vitsilaki & Raptis, 2007, p. 75) is the ability to set goals and devise ways to achieve them. The leader is one who can influence the behaviour of his team members, so that they work willingly for the completion and effectiveness for their work.

From the review of the relevant literature (Katsaros, 2008; Saitis, 2008) are emerged some important findings about the educational leadership. First of all, there is an agreement between most researchers that the leadership requires more than a managerial ability and includes the direction, the guidance and the influence of others (teachers) towards an objective. Especially, there is not any and unique type of leadership that brings positive results, as each type is accompanied by advantages and disadvantages (Saitis, 2008). In any case, an effective leadership is synonymous to evolution and adaptation to the requirements of the environment through processes of continuous re-evaluation and is required to be a combination of leadership models, which will integrate approaches and elements from different types of leadership utilizing the individual practices and based on the specificity of each school unit and the situation that is prevailed in the educational organization and its environment (Saitis, 2005).

The type of management that will ultimately be chosen within an educational unit seems to depend on some factors that can be integrated into three main areas: a) the personality of the leader, b) the quality, or maturity of the team and c) the situation (ie the environment) (Burandas, 2002).

The approach of leadership in the field of education administration has followed the general trends that have been developed in the science of management and have experienced growth after the 1980s. These approaches several authors have tried to classify into a limited number of models-types of leadership (Katsaros, 2008, p. 106). Summarizing the types of school principals as they are observed in various

theories, Sergiovanni (1995) classifies principals into three leadership theories: a) the theory of pyramid b) the line/rail theory, and c) the theory of high performance.

In the context of the first theory, the principal of the school unit implements consistent practices and instructions and exercises the administrative duties based on instructions and according to the administrative hierarchy. In this model, the relationships with teachers are formal and they are not a priority. In line/rail theory, the principal introduces innovations and informs the teachers based on the established rules. It is given the ability to develop interpersonal relationships, without their development being an important goal. In the last model-theory, the interpersonal relationships are at the centre, with the director acting as a supporter. The director is also an innovator, and the work is largely characterized by the introduction of innovations.

One of the most well-known classifications is that of Leithwood, Jantzi & Steinbach (1999), who have defined six models of educational leadership from a detailed search and the review of 121 scientific articles in four international periodically. Bush & Glover (2003) extended this typology first to eight models and then to a ninth model, the guidance model, which is not based on a management model because it is focused more on the influence of learning and teaching and less in the nature of the influence process. The models that are included in the Bush and Glover classifications present the leadership as a quality (for example, the transformational leadership is associated with the charismatic leader and his or her ability to direct others), as a relationship (for example in the interpersonal leadership the emphasis is on the relationships that leaders develop with members of the school community) and as an activity (for example participatory leadership is based on initiatives by people from the school community).

### **1.1.1. Managerial leadership**

In the management leadership, individuals who hold official positions in the hierarchy exercise the authority and the influence, the emphasis is on the fulfilment of the responsibilities of the employees, and it is considered that the behaviour of the members of the organization is considered rational (Leithwood et al., 1999).

Bush (2007) refers to goals, structures, and control of the environment and for this reason, this form is described as management leadership, while Leithwood (1994) argue that in the management leadership, the leaders focus their attention on functions and tasks. Moreover, they conclude that, if these functions are become successfully, the work of others in the organization will be facilitated. The authority and the influence are distributed in official positions according to the importance of these positions in the hierarchy of the organization (Vitsilaki & Raptis, 2007). In the managerial leadership, the emphasis is on the duties and behaviour of the leader. The behaviour of the members of the organization is logical and the influence is exercised through the jurisdiction, which is provided by the position in the hierarchy of the organization. This model is similar to the management model.

In the administrative leadership, the interest is on the management of activities rather than the envisioning of a better future for the school. Yukl (2002) has detailed the management-managerial practice of leaders in fourteen factors as it presents from the follow:

- The planning-organization,
- The solution of problem,
- The monitoring,
- The networking,
- The information,
- The clarification,
- The mobilization / inspiration,
- The management of conflict,
- The support,
- The counselling,
- The recognition,
- The development,
- The reward and
- The assignment.

Myers & Murphy (1995, p. 14) focus on the function of control and try to identify six leadership practices:

- Supervision,
- Control of input,
- Control of behavioural,
- Control of output,
- choice-socialization and
- Control of environment.

Leithwood & Duke (1999) refer to ten categories of function of management within the leadership of management:

- Provision of adequate financial resources and materials,
- Distribution of financial resources,
- Anticipation of potential problems and development of effective methods to face them,
- Management of school infrastructure,
- Management of students,
- Maintenance of effective communication models with members of the school community, Adoption of policies and initiatives in ways that promote the school improvement,
- Taking care in order to minimize the disruptions in the school curriculum,
- Mediation in conflicts and disputes and
- Monitoring the requirements of educational policy regarding to the function of the school.

### **1.1.2. Interpersonal leadership**

The Interpersonal leadership is the leadership model that is related to the cooperation and emphasizes the importance of cooperation and interpersonal relationships, as it are associated, according to Bush (2008), with a process of self-awareness, which leads to a successful interaction with members of the school community. This type of leadership focuses on the relationships that develop the



leaders between the teachers and students and anyone else who is related to the school. The leaders adopt a collaborative approach, which can have an ethical dimension. They have interpersonal skills, that give them the opportunity to interact effectively with members of the school community and individuals out-of-school (Bush & Glover, 2003, p. 21).

The Interpersonal leadership is based on the interpersonal intelligence, which is defined as an authentic line of intuitive beliefs that are derived from the increased self-awareness, which facilitates the effective engagement with others. The emotionally intelligent leadership is built on the foundations of self-awareness (Goleman et al., 2002, p. 50). The interpersonal intelligence is the vital mean of realization the leadership. It is impossible for everyone to imagine any leadership model that does not have interpersonal intelligence as a key component (Vitsilaki & Raptis, 2007, p. 46). Any type of leadership is insufficient if it does not take into account the component of interpersonal intelligence, which supports a number of social interactions that exist in school life and in the management of an organization (West-Burnham, 2003). The Interpersonal leadership requires behaviours that come from the advanced self-awareness that facilitates the effective engagement with others.

Palmer, Walls, Burgess & Stough (2001) have also proposed a new dimension, the interpersonal management, which is referred to one's ability to manage one's own and others' emotions. The Interpersonal skills have become an integral part of the effective leadership. Once upon a time, the leaders planned, controlled, and oversaw the operation of the school unit. Today, they must motivate and inspire, encourage positive attitudes and create a sense of participation and importance between the employees.

After all, effective leadership is the art of motivating others to want to fight for common goals (Kouzes & Posner, 1995). The incompetence of the leaders at the interpersonal level affects negatively the performance of all: time is lost, tensions are created, motivation and commitment are eroded, and aggression and indifference are caused (Goleman, 1998). The management of relationship, which

concerns to the ability to manage interpersonal relationships, is one of the dimensions of emotional intelligence, which includes most of the skills of modern leadership.

According to Goleman et al. (2002, p. 59), the management of relationship, which is part of social skills, includes inspiration, influence, development of others, catalytic action in change, management of conflict, as well as partnership and collaboration.

### **1.1.3. Participative leadership**

This approach supports the concept of shared leadership or distributed leadership and is linked to the democratic values and the empowerment (Bush & Glover, 2003). It is a regulatory model based on three criteria in accordance to which are distinguished three schools of thought in participatory leadership: a) the participation contributes to the effectiveness of the organization, b) the participation is imposed on the basis of democratic principles, an element that refers to its type (c) the power of authority and influence is potentially available to anyone involved in the school community, legitimized on the basis of their democratic right to choose and their crucial role in implementing decisions (Leithwood & Duke, 1999).

Individuals do not exercise the leadership in this model nor it is based on the traditional principles of the hierarchy, but it is associated with a new form of division of labour in organizations and special emphasis is given on the importance of interaction (Biniari, 2012). This does not mean that the principal loses the role, as on the one hand he/she can promote the distribution of power through cooperative processes on the other hand he/she has the final responsibility for both the decisions that will be taken and the final say in cases where the process presents difficulties (Stoll, Bolam, McMahon, Wallace & Thomas, 2001).

Although this type of leadership can be the antidote to the strict hierarchical structures of standard models (Lumpy, 2012), its effectiveness depends to a large extent on the quality of distribution, its method and its purpose as well as the attitudes of the teaching staff (Athanasoula-Reppa, 2008; Vitsilaki & Raptis, 2007).

#### 1.1.4. Transformational leadership

The last two decades, the theory of transformational leadership has been prominent in the latest theories and empirical studies about leadership. Research results find an important link between the transformational leadership and the school effectiveness (Leithwood & Jantzi, 2003).

The Transformational leadership describes: “a specific type of process of influence, which aims to the strengthen of the commitment of those who follow and to achieve the goals of the organization. The Leaders seek, teachers to support their vision for the school and strengthen their skills in order to achieve their goal. This type of leadership focuses mainly on the process rather than on concrete results” (Bush & Glover, 2003, p. 15).

According to Sergiovanni (2001), transformational leadership is the leadership that is focused on the change of the leaders themselves and of organizations that they lead them. It is based on the power of influence that is relevant to the functions of the organization. Its main feature is the emphasis that is placed a) on people rather than structures and b) on the changing of culture instead of structure.

Miller & Miller (2001, p. 182), referring to transformational leadership, argue that this type of leadership arises when one or more teachers are engaged with others in such a way that managers and teachers can raise each other to higher levels of commitment, dedication, motivation and ethics.

According to Bass & Riggio (2010) the transformational leader are those who have the ability to inspire the others in order to achieve important results and, consequently to develop their leadership capacity should have the following characteristics:

1. Idealized influence: the function of the leader as a role model to the followers, due to his/her values and vision, with which subordinates can identify. The leaders are admired and trusted by their followers. The leaders in this model are willing to take risks. “The leader emphasizes the importance of having a collective sense of mission” (p. 78)

2. Inspirational motivation: the leader makes his subordinates to believe in the team spirit and the mutual vision that emerges through teamwork. He spiritualizes them to be creative, while at the same time he helps them to develop a culture of self-criticism. They create communicated expectations that followers want to meet demonstrating commitment to goals and the shares vision.

3. Intellectual stimulation: the leader tries to make the subordinates to think and act logically, stimulating their follower's efforts to be innovative and creative by questioning assumptions and approaching old situations in new ways. He/she provides a challenge enhancing their motivation and commitment to act with innovation and creativity. There is no public criticism of mistakes of followers.

4. Individualized consideration: the leader face each of his subordinates as a separate person, giving them responsibilities that are corresponded to their capabilities and tries to contribute to their personal development paying special attention to each individual's needs acting as a coach or mentor.

Leithwood (1994) suggests that the transformational leadership model facilitates changes in school units and it can be kept up with the needs of our society helping the leaders to make the needed changes. According to Basiliadou & Dieronitou (2014) the transformational leadership model isn't applied in the school and, consequently, this model needs to be changed.

Education leader training and development programs should educate and train in the application of the leadership style, as well as look to integrate the approach with traditional school leadership practices that will continue to be applicable to managing and leading schools in an era of change (Anderson, 2017).

#### **1.1.5. Transactional leadership**

According to Bass's model, the transactional leadership is based on the following characteristics: a) rewards after the desired behaviour and b) the maintenance of the situation as it is if the desired goals have been achieved (Bass, 1999). The manager-leader of an educational unit within the specific model deals mainly with the structures and goals of the organization and not so much with the people (Harris,

2003) and it is important to recognize the needs of the staff and to create a climate of trust so that to motivate teachers to make a greater effort (Vitsilaki & Raptis, 2007).

Therefore, the transactional leadership relies on the bureaucratic power, focuses on the completion of the tasks, relies on rewards and punishments (Tracey & Hinkin, 1998). Emphasizes on decision-making processes even if teachers of the school are not involved only where it is required to obtain direct debts arising from the transaction (Bush, 2007). While the transformational leader talks about change, he creates a vision, concentrates on achieving long-term goals. He is friend and mentor of his subordinates (Kantas, 1998). The leader-manager in the transactional leadership model builds a relationship with his subordinates that are based on mutual trust (Saiti & Saitis, 2012).

#### **1.1.6. Moral leadership**

The Moral leadership offers to the school a clear sense of purpose (Bush & Glover, 2003, p. 17) and is based on the values and beliefs of leaders and as a leadership model includes normative, democratic, and symbolic concepts of leadership (Leithwood et al., 1999). The approach is similar to the transformational leadership, with the difference that in the moral leadership there is a stronger base of values, which can be spiritual. The Moral leadership emphasizes in the morality of the leader himself/herself. It assumes that the crucial point of reference of leadership is on the values and moral principles of the leaders. For this reason, as Leithwood and Duke claim (1999, p. 50), "the authority and the influence must come from the prevailing perceptions of what is right or wrong."

This leadership model focuses on the moral purpose of the education and the behaviours that are expected of leaders who are within the moral field (Vitsilaki & Raptis, 2007). About the moral values that influence the work of leaders in the educational organizations, the researchers refer that the leaders must be advocated to democratic principles and especially to the principles of cooperation and participation (Leithwood & Duke, 1999, p. 51). The morally credible leader is one who can show consistency between his believes and practice, apply his believes in

new situations, create a common understanding and a common vocabulary, explain and justify the decisions in moral terms, maintain values over the time and, finally, to reinterpret and reaffirm his believes, where it is necessary (Vitsilaki & Raptis, 2007).

#### **1.1.7. The contingent or probabilistic leadership**

This model provides an alternative approach, recognizing the diverse nature of school environments, where the leaders respond to specific organizational circumstances (Vitsilaki & Raptis, 2007). The Contingent leadership focuses on how leaders deal with the unique circumstances or problems they are called to solve. The diversity of each school environment drives to this type of leadership. The leaders are asked to adapt their approaches to the specific conditions of the school and the circumstances (Bush & Glover, 2003, p. 22).

For Bush & Glover (2003), the process by which the leader influences the others is the defining element for many types of leadership, while for some other types the emphasis is on the combination of individual dimensions of leadership, but always limited and constant. The leaders should have a good repertoire of leadership practices. A school unit as a complex network of relationships and framework of application of different dimensions of leadership and different organizational needs at any time cannot rely on a leader who is limited to one of the above types of leadership, is suitable for only one of these specific dimensions.

According to this approach, the leaders choose depending on the circumstances and the environment which strategy they will follow and which form of leadership they will adopt. Theoretically, the individuals in positions of power have a large repertoire of leadership practices, are flexible, and their influence depends mainly on their range of competencies (Leithwood et al., 1999).

#### **1.1.8. Post-modern leadership**

This is a very recent leadership model that is based on postmodern perceptions and emphasizes to the experiences of each individual and the way that each individual interprets them, since there is not just one reality but also many and any situation could have multiple interpretations (Biniari, 2012). The conceptual

approaches of the leadership of this model are based on the principles of postmodernism with emphasis on the subjectivity, in the way that each individual perceives and interprets the principles and the experiences, not of a fixed reality, but of multiple realities that are perceived differently by each one (Chronopoulou, 2012).

The Postmodern leadership focuses on the subjective experiences of leaders and teachers and the different interpretations that are given to events by different people. There is no objective reality, only multiple experiences of the members of the organization. This approach does not provide much guidance for the leaders other than recognizing the importance of the individual (Bush & Glover, 2003). In postmodern leadership, all the interesting people have the right to express themselves and to be heard for what it is interests them. The Leaders must, as in the participatory leadership, facilitate the participation of all members of the school community. The attention is focused on the behaviour of the members, which reflects their personal temperaments and ambitions, despite to their official roles (Vitsilaki & Raptis, 2007).

#### **1.1.9. Instructional leadership**

According to Katsaros (2008) in pedagogical leadership, the role of the administration and leadership is considered to be to support, assist, and facilitate the main task of educational organizations, which is the teaching and the learning. In the leadership typology of Leithwood & Duke (1999) the pedagogical leadership refers to the important focus of attention of leaders on the teachers' behaviour, as they directly influence their student's development.

Spillane, Halverson & Diamond (2004) present a synthesis of the literature distinguishing the functions of the leader that are important in the pedagogical leadership. Specifically, they are referred to the conception and communication of the educational vision, to the development and management of a school culture that favours the teaching, the building of trust, the cooperation and the academic cooperation between staff, to the effective management of resources, to the support of personal and teacher development, in the provision of formative and

comprehensive monitoring of teaching and innovation and in the creation of an appropriate climate, so that the disciplinary issues do not overshadow other issues.

The role of the educational leader differs from the role of the traditional director. While the classical principal spends his time mainly dealing with administrative tasks, the principal who is the leader, monitors the life of the classrooms, recognizes that everyone is student, cooperate with the teachers in order to set educational goals, provides the necessary resources for learning and creates learning opportunities for students and teachers (Biniari, 2012).

#### **1.1.10. The leadership that serves**

The leadership that serves includes principles, characteristics, and practices from other forms of leadership, particularly the transformational, the pedagogical, the distributed, the interpersonal, and the moral leadership, adding to leadership models an additional dimension: that of the influence by a leader who places the others above himself.

Laub (1999), proposes six characteristics of this type of leader a) he values the people as separate personalities (believes in them, listens to the needs of them and listens to each one individually), b) supports the people to be grown (provides opportunities for learning and examples of behaviour, strengthens and encourages), c) builds the community (appreciates the individual differences, builds strong bonds and works collectively), d) looks authentic (he is honest, trust, responsible and willingness to learns from the others), e) provides leadership (he has a vision, takes initiatives and clarifies goals), f) shares the leadership, i.e. shares his vision, the privileges of his position and decision-making in all levels of the organization).

According to various researchers (Cerit, 2009; Taylor et al., 2007) the principles of leadership are summarized in the following positions:

- **The Listening:** this dimension is described as one's ability to listen and appreciate the ideas of others. In other words, it is the active acceptance of the views and suggestions of the employees.



- The Empathy: the concept of empathy is closely related to the concept of active listening and concerns the ability to put oneself in the place of the other while in the case of the leader it means the ability to see things from the position of his/her subordinates.
- The Therapy: This dimension refers to the exercise of leadership in a way that affects the emotions of team members in order to create the emotional heart of the body.
- The Awareness: this is the leader's ability to make the most of the stimuli he/she receives, which maximizes his/her self-awareness and ability for effective leadership.
- The Persuasion: Leaders use persuasion without relying on official authority or legitimate power.
- The Conceptualization: the leader's ability to perceive encourages the other team members to use mental models, deepening their thinking and expanding their creative processes.
- The Insight: is the link between knowledge from the past, current situations, and the possible effects of actions in the future.
- The Supervision: it is about the management and care of the organization, the responsibility for its well-being as a whole. The concept of supervision involves the preparation of the organization and its members for a significant contribution to society.
- The Development: the term of development is defined as the ability to recognize the needs of others, which provides opportunities for development.
- The Building of Community: the organizations have the potential to take the form of communities if people are committed to each other, learn to communicate and discuss issues that concern them

### 1.2. The European agenda for school leadership

Continuing its conclusions, the Council refers to the school leadership of educational institutions, which it considers effective when (European Union, 2014, pp. 2-3):

The managers of educational institutions are able to focus mainly on improving the quality of teaching and learning within their institutions, while ensuring equal treatment,

- Leadership is based on clearly defined roles,
- Adopts a cooperative and inclusive approach,
- Is able to recognize the strengths and responsibilities of staff members and assign them leadership roles,
- The leader acts as a role model for learners and teachers and catalyses the creation of an effective and attractive learning environment,
- Forms effective relationships between different levels of education, families, the working world and the local community, with the common goal of improving the performance of learners,
- Develops a strategic vision for his/her organization,
- Is able to allocate resources and explore innovative educational approaches, and
- Remains fully responsible and has the support not only of national but also of local and regional authorities as well as of the wider society, especially when trying to bring about change.

The EU is also making a number of proposals to improve school leadership. Especially, EU intends (European Union, 2014):

A. To support, in accordance with national conditions and with the required basis in the principle of justice, new ways of strengthening the effective and responsible autonomy of educational institutions and the directors of educational institutions. In particular:

- To promote the autonomy of educational institutions and the management of educational institutions in terms of pedagogical issues and the internal allocation of resources, while ensuring that they have the means and support needed to effectively adapt and respond to specific and changing local conditions.

- To define the roles and responsibilities, and provide skills required of educational institution managers to support and enhance them through a variety of career paths, including networking between these executives.
- To provide informed decision-making and increased accountability, using smart data, providing quality assurance mechanisms and developing specific measures for educational institutions in less-favoured areas.
- To gather data on effective and successful leadership education approaches across national contexts, in particular to seek the best balance between flexibility, autonomy, and accountability, and to measure the impact of innovative approaches on the quality of teaching and learning.

B. To make leadership in educational institutions more attractive. In particular:

- Ensuring greater professionalism as a means of attracting the most capable candidates
- Enabling educational institutions to focus on improving teaching and learning within their institutions, including seeking a better balance between purely administrative and basic education and training tasks,
- Exploring and developing attractive forms of initial training, initial career support and continuing professional development for educational institution managers, including through cross-sectorial collaboration with other actors such as the business world and social partners,
- Promoting teamwork and flexible leadership frameworks, for example by allowing the creation of special teams within educational institutions to address specific challenges as well as out-of-school networks for the exchange of experiences and cooperation, promoting specific measures, mutual learning and exchange of best practices, with the aim of encouraging gender balance in leadership in educational institutions.

C. To promote, where appropriate, innovative approaches to effective leadership in educational institutions. In particular:

- Taking into account the specific needs of the educational institutions and applying the appropriate quality assurance criteria when selecting the directors of the educational institutions,
- Recognizing and promoting the leadership potential of staff within institutions, in particular through "leadership sharing", providing opportunities to work with colleagues in other institutions and encouraging staff, offering opportunities to develop their capabilities in this area, promoting the creation of innovative teaching and learning environment, including the proper use of ICT and open educational resources both as pedagogical aids and as administrative tools, creating and maintaining networks to initiate and develop effective approaches to leadership in education institutions and promoting mutual learning among managers.

Following the European interest about the good school leadership, the council, in its conclusions on effective leadership in educational institutions, emphasizes the importance of school leadership, the characteristics of an effective school leader, but also make a number of improvements. In particular, it states that European Union (2014, p. 2):

"As key drivers of growth, competitiveness, and social cohesion in the knowledge society, Europe's education and training systems require strong and effective leadership at all levels. Educational institutions are now entrusted with a variety of challenging tasks, and are responsible not only for improving the quality of teaching and increasing success levels, but also for managing human and financial resources".

### **1.3. The Greek educational system and the role of principal**

The administrative structure of Greek educational system can be distinguished in relation to the degree of power and geographical location of the services at four levels: the national level, the peripheral level, the prefecture, and the local level. At the national level, the Ministry Of Education and religious take all the decisions. At the peripheral level, some responsibilities is taken by 13 peripheral directorates of primary and secondary education that are stated in 13 administrative regions of Greece. At the prefecture level, that are stated the Directorates of Primary and Directorates of Secondary Education and each one

covers issues of its county. At the local level, that covers issues of organization and administration of each school unit (Droulia & Politis, 2008).

In the Greek educational system, the most important decisions about the administration, organization, and operation, of education are mainly taken at national level, and they are obligated for all school units.

From the above, it seems that the management of the Greek education system is centralized, as it is composed of many levels of organization and exercise of power, which are hierarchically structured among them (Yfanti & Bozaitis, 2005).

Saitis (2008) mentions that this type is based to administrative model of Fayol: a) the hierarchical scale, where the authority comes from the head of the organization, especially from the Minister of National Education, and ends up at the lower level of leadership, the Director of the School Unit and b) the unity of management, where each employee receives instructions from a supervisor. The pyramid organization ensures the uniformity of educational policy and process, as well as the effective coordination and control in the exercise of administrative action.

However, this form of organization exhibits a strong hierarchical and authoritative shape, where the central administration has the exclusive authority to make decisions on all matters of school administration, whether they concern educational policy or insignificant arrangements (Saitis, 2008).

Our education system combines the characteristics of a centralized system, as: a) the Ministry of Education takes all the decisions, while the intermediate authorities (regional, local, school) have minimal administrative powers, b) a multitude of laws, regulations and circulars by the central authority does not allow the subordinates to take a decision c) the local and peripheral principals are depended on the decisions of the Ministry of Education (Andreou & Papakonstantinou, 1994).

All the decisions are taken by the Ministry of Education and Religions and then they are directed for implementation at the peripheral, prefecture, and local level. All the responsibility of the administration is concentrated in the Ministry of Education and the educational task is determined by the central authority, while the head of the school unit is in distance from the centre of making decision and his authority is too limited (Papakonstantinou, 1993).

The director, the vice-director, and the teachers are the people who are responsible for the administration of school unit. The role of director is complex in Greek reality. He has administrative and a management task as the director is responsible for the good function of the school and for the effective communication of the school with the regional and central administration.

According to the school legislation (Law 1566/85, Art. 11) the director of the school is responsible for the function of the school, the coordination of the school life, the keeping of the laws and the circulars, the implementation of the decisions of the Teachers' Association. He is also involved in the evaluation of teachers' work and collaborates with school counsellors. The duties of the Principal are complex: organizational, coordinating, executive, administrative and pedagogical. His role is to promote the achievement of the goal of the school unit by creating an appropriate working environment in order to promote human relations and maintain staff and student cohesion as a team. According to Law / 3531/3/324/105657 / D1 / 8-10-2002 Ministry of Ministry and Religious & Law 1340, part 16-10-2002, the director of the school unit is at the forefront of the school community and is an administrative and scientific-pedagogical leader in this area, having the following key roles:

- To guide the school community in order to have high goals and provide the conditions for their achievement in order the school be democratic and open to society.
- To guide and assist teachers in their work, especially the younger ones, and to undertake educational and pedagogical initiatives, being an example for themselves.
- To ensure that the school is an elementary training unit in administrative pedagogy and science issues.
- To coordinate the work of the teachers, to cooperate equally with a spirit of solidarity with them, to mitigate the conflicts and to provide them with positive motivations.
- To monitor the course of their work and to direct teachers to meet their obligations
- To evaluate the teachers as it is defined by the law.
- To ensure successful communication between parents and teachers, having as purpose the pedagogical, learning, and social development of the pupil.
- According to the number 28 of the Ministerial Decision, the basic general duties of the head of the school unit are the following:

- The collaboration with the counsellor of schools, the teacher's, and the student's in order to fulfil the educational goals.
- The encouragement of the teacher's in order to take initiatives.
- The information of the teacher's, of the parent's and the student's for the educational policy and the change of it for the goals of the school.
- The representation of the school in all fields.
- The implementation of the laws, of the presidential rights and the implementation of the decisions of the Teachers' Association.
- The responsibility for maintaining the correspondence of the school.
- The responsibility for creating a positive climate in the school and for developing harmonious relationships between members of the school and learning community.
- The staying at school all working days and hours as he/she is responsible for the smooth function of school and the coordination of school life.

The legislative framework gives the headmaster little limits to practice leadership for the following reasons (Andreou & Papakonstantinou, 1994):

- Strictly defining of his/her work by the central authority as it does not give him/her the opportunity to take important decisions
- The complexity and abundance of laws and circulars does not allow him/her the development of initiatives and the introduction of innovations
- The concept of the leader is identical to the concept of influence that implies the definition of the goals of the team by the manager. In the school almost all goals are set by the Ministry of Education, while the Ministry gives the principal only executive authority
- The influence of the principal is limited in terms of the motives he/she can give to teachers or the penalties he/she can impose on them
- The teachers' rights and obligations are legally regulated, and the head of the school unit has no other authority over the work of teachers
- The criteria of selection for the positions of headmasters of the school are sometimes unrelated to leadership skills

- The hierarchy of the Greek education system, which places the principal at the base of the power pyramid, gives him/her no power to take strategic decisions
- The centralized nature of administration "drowns out" the basic characteristics of the leader, such as boldness for change
- The development of a Director to Director of Education or a Regional Director depends partly on political criteria and not on managerial achievements (Katsaros, 2008).

#### 1.4. Researches in Greece about the principals of schools

The school needs good cooperation at all levels in order to meet the multiple educational needs of immigrant children with special educational needs. The principals must listen the problems that their teachers face and they must try to expand their role when it is needed. They need to be flexible in the new conditions that will be emerged and to exploit them as opportunities for change. In addition, it is important principals to give teachers time to communicate with their students and to provide some conditions for improving learning. Teachers should be encouraged to participate in decision-making.

In the context of special education with immigrant students, principals need to play an important role, guiding and supporting teacher development, using new techniques to help these students, trying to adapt them to the new school environment. In this regard, as outlined above, efforts should be made in order to reach out to the families of immigrant students with special educational needs and other pupils. Teachers' expectations of their students greatly influence their performance and in this regard, teachers themselves need to cultivate positive relationships with their students in order to foster positive reactions on their part. A positive educational climate is, after all, a motivation for learning, but also an important factor in promoting resilience. On the other hand, when teachers treat students with stereotypical reactions, they are more likely to isolate and marginalize these students (Hamilton, 2007).



According to the research of Karagianni (2014), the work of management in education is in danger because of conflicting interests, inconsistencies, and paradoxes.

The typical principal of a school unit in Greece has transactional leadership characteristics (Freidericou & Folerou-Tserouli, 1991). According to Papanau's (1995) research it shows that the role of headmaster is mainly managerial-administrative with an interpersonal dimension, as the principal's talk about the need to have greater autonomy in order to be able to play their role better and take the responsibilities that are arising from their role. According to the research of Xatzipanagiotou (2003), the principal of a school takes his/her duties in a traditional and bureaucratic way, without actually taking the initiative for introducing changes.

According to Shaiti, Tsiamassi, and Hatzi (1997) research, it has been found that the headmaster follows the traditional bureaucratic style of administration rather than sharing the characteristics of the headmaster-leader. His tasks appear to be mainly in communicating with colleagues, attending school building, and the communication with parents.

In a study of Saitis (1990) on school principals, only 33% have attend seminars of extra training, while 88% had never attended a training program related to the organization and management of education. This is in agreement with the results of other investigations.

According to Saiti (2005), 88-90% of principals haven't the basic training in educational administration while in Theofilidis & Stilianidis survey (1997-8), the main conclusion is the inability of managers to respond adequately to the demands of their role due to a lack of basic training in management issues (Theofilidos & Stilianidis, 2002).

According to the survey of Papanauom (1995), 60% of the principals of secondary school stated their dissatisfaction about the limited training opportunities that are available to them.

Other researches (Papathomas, 2006; Raptis & Vitsilaki, 2007) mention the lack of related programs about the issues of administration. According to the research of Saitis, Feggari and Voulgari (1997), the principal's mention the need for extra training about the issues of school administration and support the need to be motivated for this route.

The research in the framework of the "Major Teacher Training Program (2010-2013)" by the Pedagogical Institute, which investigated the training needs of 3,435 school principals from all Greek Regional Directorates, performs two basic conclusions:

- Managers express their dissatisfaction from attending training programs on the three main issues, of the content, organization, and methodology of the programs.
- The main topics they suggest for their education are "The Contemporary Teaching Approaches," "Using New Technologies", "Teaching Methodology for every lesson", "Managing School Problems" and "Developing Creative Relationships with Students and Parents" (Major Teacher Training Program, 2011).

In the next chapter is explained the information's about the digital competences of principals and the use of ICT by them.

### **1.5. The principal of a special secondary education school in Greece**

About the duties of the Director and the staff of a Special Education School, The Ministerial Decision Law 449.2 / 27922 / C6 of 2007 set out precisely the responsibilities and duties of primary and secondary general education. In particular, in accordance with the general principles of the staff of the Special Education, the Principal, and the staff serving in the Special Education schools has the following duties:

- They act in the context of the Universal Declaration of the Rights of Persons with Disabilities.

- They participate and promote professional activities that aim at the upgrading of the provision of education services and improving the quality of life of the people with disabilities and their families.
- The principal exhibits sensitivity to religion, culture, language, gender, disability, the socio-economic status of persons with disabilities and is responsible for safeguarding the privacy of personal data of student's.
- The principal cooperates with the staff of general education schools, with the social institutions and integration of people with disabilities.
- The principal should participate in research programs.

Especially, the director of a Special Education School:

- Oversees and coordinates the work of the staff of the school unit.
- Is the head of the team of the school, for diagnosing and evaluating students during their integration process and planning programs while attending school.
- Invites teachers and special support staff to an educational meeting and facilitates their cooperation.
- Cooperates with the special education school counsellor and support staff services
- Collaborates with the general education directors on design and implementation of common programs.
- Facilitates the participation of students in rehabilitation programs.
- Collaborates with the parents and provide them with every facility at the cooperation with the school staff.
- Is responsible for the implementation of the educational policy in everything that concerns students with special educational needs and the school's communication with their parents.
- Takes care of the constantly training of the staff and inform them for new educational approaches and teaching methods.
- Applies to the special education school counsellor the weekly timetable and the school's annual evaluation report.

By studying the current legislative framework it becomes apparent that the state, as is playing the dominant role in the organization and management of school units, although the last years there has been an attempt to be upgraded the role of the director and to be involved other institutions in the management of school units, such as the teachers, the functional councils, the local government.

Especially, what about Schools of Special Education, although the way they are managed and operated seems to be the same with the general schools, in fact there are significant differences. First, at the teaching staff of the special education units is included a wide range of specialized scientists (speech therapists, social workers, psychologists etc.). Secondly, in the function of Special Education Schools is involved in and other organizations (Centre of Evaluation and supporting the special students and their families, social welfare services, hospitals etc.). Thirdly, there is a need for creating and implementing special educational programs for the requires of the students that must be flexible for the needs of special students. For all this reason, Siriopoulou- Delli (2003) characterizes the special education units as extroverted organizations.

The principal of a special school needs to develop an organizational culture that encourages the experimentation and collective resolution of problems in order to meet the challenges of student diversity. This Culture is essential for the effective development of special schools and at the same time is the biggest gift that the special education community can offer to the more integrative forms of education (Ainscow et al., 2003).

In general, it is seen that in Greece except from the centralized character of Greek educational system school units, the special education schools is distinguished by a relative autonomy having the ability to take initiatives so that to improve the educational work (Solomon, 1999) through the development of educational programs, the interdisciplinary cooperation and the development and implementation of integration programs.

### 1.6. The role of the principal of a multicultural school in Greece

According to Troutman & Zehm's (1998) the schools in today's societies face the significant challenge of providing a culturally aware learning environment for all their pupils, both for pupils of their country as well as for refugee and immigrant student's. In this effort, the role of principal of the school units is very important, as they plan, implement, and evaluate the curricula, which are designed to meet the learning needs of all students. At the same time, they are responsible for developing training programs that will help teachers to cultivate behaviours, skills and knowledge that are necessary for the realization of a culture sensitive teaching (Troutman & Zehm, 1998).

The action plan for one culturally sensitive curriculum in a culturally sensitive learning environment consists four steps.

About the 1 step (promoting / understanding of the goals of intercultural education / ICE), it is argued that the intercultural education is a reform movement, which seeks to bring about changes in schools so that the children of all social backgrounds have equal opportunities in learning. In addition, this includes reforms throughout the educational environment and it is not limited only to changes in the teaching material. There must be continually efforts in order to reinforce the educational equality of all children, since the goals of the intercultural education will never be fully achieved, as they are ideal (Banks & Banks, 1989). It is also emphasized that the intercultural education should be seen as a continuous process and not as something that following it, all problems can be solved (Troutman & Zehm, 1998).

Following the 2 step (building an appreciation of the nature of ICE), it is stated that if the principals are willing to change school units in order to make them more sensitive to the cultural diversity, they must be able to appreciate the intercultural education in its fullest sense by all the teachers. It has been observed that teachers, who believe in intercultural education, claim that the intercultural education accepts and confirms the cultural pluralism (ethnic, racial, linguistic, religious, gender,

ethnic), which is represented by children, teachers and communities (Troutman & Zehm, 1998).

The intercultural education aims to teach students the recognition, acceptance, and respect of cultural, ethnic, social, religious, and racial differences. It also aims to make students responsible in order to work responsibly for the promotion of democratic ideals the justice, the equality, and democracy. In conclusion, the principals need to promote and present a clear definition for intercultural education, so that the teachers can understand and appreciate its meaning and utility (Troutman & Zehm, 1998).

In the 3 Step of the action plan (attending to all the dimensions of ICE) it is stated that the intercultural education is a broad concept with many important dimensions, which can be used by principals as a guide to provide such an education to their school. Specifically, these dimensions of intercultural, which are interrelated and distinct, are: A) content integration, B) The knowledge construction process, C) prejudice reduction, D) An equity pedagogy and E) An empowering school culture and social structure (Banks, 1994). In order to be successful this model of intercultural education should be made radical reforms in the curriculum, in the teaching material, in learning models, but also in attitudes and behaviours of teacher's and principal's. There must be made changes in the goals, regulations, and culture of school units (Banks, 1992; Sleeter & Grant, 1988). In addition, it is mentioned that many teachers and Principal's understand partially the intercultural education as they consider that the intercultural education is only limited to reform of the curriculum. There must be understood, included, and other dimensions of intercultural education except from the curriculum (Troutman & Zehm, 1998). These are the following:

- Content Integration: it refers to the degree to which teachers use examples and content from a variety of cultures and groups in order to emphasize basic principles, concepts, and theories in a cognition object. Consequently, the principals should encourage teachers to integrate in the curriculum, national

and cultural content from the diversity of the cultures that coexist in the school community.

- The Knowledge Construction Process: The principals must allow and persist in order the teachers to help students in critical analysis of all knowledge, as it represents one or more visuals. In addition, they should emphasize and highlight the fact that the curriculum is constructed based on logic, which it allows all children to analyse all perspectives of the various subjects. With this model, the students will be able to express their own opinions, to develop high-level skills and have a view of historical, social, and political events (Troutman & Zehm, 1998). At this point it is emphasized that the principals need to make sure that teachers help children understand how knowledge is created and how it is influenced by different positions- views (racial, ethnic and social classes) (Code, 1991; Habermas, 1971).
- Prejudice Reduction: it refers to the behaviours and strategies of the children, which must be used to develop democratic attitudes and values (Banks, 1994). It is suggested that managers must be focused on the four types of intervention, which have been taught to develop children democratic attitudes. These four types are the following:
  - Reinforcement studies
  - Perceptual differentiation studies
  - Curricular intervention studies and
  - Studies that use cooperative learning activities (Banks, 1994).

In the 4 step (planning and implementing ICE in school programs), the principals should lead, when the intercultural approaches are designed and implemented, which will bring positive results to children and teachers (Troutman & Zehm, 1998).

Two such intercultural approaches are the following:

- Preparation of equity pedagogy: This pedagogy take place when teachers intend to achieve high academic results from their students independent of racial and groups (Banks & Banks, 1995). In this framework the role of principal is vital as he\she is the connection and the supporter of this effort of the teachers (Troutman & Zehm, 1998).

- **Building an Empowering School Culture:** In this approach school leaders have to ensure that students from other countries have equal activities with those of their country (Banks & Banks, 1995). The equality is ensured through the daily practices which appears the applied of justice in everyday life through the participation of students (Oakes, 1985; Troutman & Zehm, 1998).

Allport (1954) has suggested the application of the following steps in order to reduce the prejudice in interracial situations:

- Cooperation, not competition
- Equal treatment of the children
- The pursuit of common goals by children and
- The welcoming contact from parents, teachers, and principals.



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### Some words about this book...

**I**n the pages of this book you can find some important information's about the styles of school leadership as well as some crucial tips of a right administration.

**ISBN 978-618-00-3788-3**