



School-Focused Training as a Means to Improve the Quality of Education: the School Principal's Role

Eleni Triantafyllou

elen30f@hotmail.com

Abstract

The aim of the present paper is to indicate the school principal's role and contribution to the initiation, organization and implementation of school-focused training programs in the microcosm of the school context, according to its special social, racial and cultural features. The starting-point of the research is the innovative, flexible and decentralized practice of school-focused training, which can meet the specialized training needs of a school unit, as well as the complex key role that the school principal plays. The ultimate aim of this paper is to elevate the school-focused training to a means that can decisively contribute to the quality improvement of the school unit work. Consequently, a theoretical approach of the topic is attempted by referring to the institution of the primary and secondary school teachers' training in Greece. Also, a clarification of school-focused training, using the Greek and foreign pedagogical bibliography, is attempted, followed by the citation of the characteristic features of the qualifications, skills and abilities that the school principal should have in order to proceed to the implementation of the school-focused training. In the second part of the paper, empirical evidence is being presented. Having as a sample 15 primary and secondary school principals of Thessaloniki Prefecture, I conducted interviews for the data collection and used the qualitative content analysis, in order to examine whether and to what extent the primary and secondary school principal contributes to the planning, organization, realization and continuation of the school-focused training programs. One of the most important findings of the research is the fact that primary school principals realize school-focused training programs with higher frequency than secondary school principals and that these programs relate to new technologies, teaching methodology, education legislation and administration.