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- Title

School Leadership in School Management to Enhance Teacher Well-being
- Case Studies from England and Wales -

- Research Overview

This study examines school leadership models for implementing school management that enhances teacher well-being, using as examples the professional standards and training programs for headteachers (principals) in England and Wales, which are promoting initiatives to improve teacher well-being through a whole-school approach.

- Purpose of Study

The purpose of this study is to clarify, using England and Wales as case studies, what kind of school leadership models are emphasized and function effectively in promoting school management that enhances teacher well-being, and to consider the role of school leaders as an element in promoting school management that enhances teacher well-being.

Enhancing the well-being of teachers, who continue to grow as professionals, is necessary for teachers who will be working as agencies in the future, and the role of school leaders in implementing this in each school is important.

Therefore, this study uses the teacher well-being framework outlined in the OECD's Teaching Compass as its conceptual foundation. The reason for focusing on England and Wales is that, from the perspective of school management, they actively engage in the whole-school approach, which aims to enhance the well-being of the entire school, including the well-being of teachers. Furthermore, the study uses headteachers/principals as case studies. The reason for using both regions as case studies is that they have professional standards for headteachers and training programs based on those standards, allowing for human resource development based on concrete

leadership models for school

This research will first analyze how professional standards and training programs in both regions cultivate the qualities, abilities, and leadership skills necessary to promote well-being-enhancing school management. Next, it will analyze the results of evaluations of these initiatives to identify obstacles to implementing such measures and how to overcome them. Finally, these two analyses will provide insights for considering the role of school leaders, a crucial element in promoting teacher well-being-enhancing school management in Japan and other countries.

- Research Methods

Literature review methodology. This involves text analysis of policy documents, documents related to the professional standards and training programs of headteachers, and research reports on outcome evaluations.

- Results and Discussion

Regarding physical well-being, distributive leadership models for collegial and collaborative school management were presented, while for cognitive, social, and emotional leadership, educational leadership models to ensure professional development opportunities and professional autonomy were suggested. This revealed that institutional design should be based on diverse leadership models tailored to the elements being fostered.

Regarding efforts to remove barriers, support programs to improve headteachers/principals' leadership abilities and the development of diverse external support organizations for adopting a whole-school approach were revealed.

The use of England and Wales as case studies, with their differing levels of school autonomy, highlighted that headteachers/principals' authority and school autonomy are crucial factors when considering school leadership models. This point should be considered when making comparisons with other

countries, including Japan, in the future.

Future challenges include conducting fieldwork in schools, observing the actual behavior of headteachers/principals based on leadership models, and conducting interviews with headteachers/principals (using semi-structured methods) to verify and analyze the findings from literature research.

• Keywords (maximum five)

Teacher Well-being

School Leadership

School Management

U.K.