

# Tvorba modelu kľúčových kompetencií lídra v edukácii

## Developing the Key Competencies Model for Educational Leaders

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**Abstrakt** Líderstvo v edukácii sa stalo prioritnou témou vzdelávacej politiky na celom svete. Zahraničné prístupy ku koncipovaniu štandardov a požiadaviek na lídrov v edukačnom prostredí sú dobre rozpracované, inšpiratívne a relevantné pre podmienky potrieb v Slovenskej republike. Príspevok prezentuje proces tvorby modelu kompetencií lídra v edukácii ako koncepčný rámec pre definovanie líderských kompetencií riadiacich pracovníkov a učiteľov relevantných pre prostredie edukácie. Pri tvorbe modelu bol využitý metodologický postup vývoja kompetenčného modelu podľa Marrelliovej (Marrelli et al., 2005). Po zadefinovaní cieľov a analýze zahraničných a domácich štandardov, kompetenčných štandardov a výskumov efektívneho líderstva v edukačnom kontexte bol vytvorený Model kľúčových kompetencií pre riadiacich pracovníkov školy aj učiteľov, špecifikovaný v doménach a indikátoroch. Trojdimenzionálny model tvorí *päť kľúčových kompetencií* v rámci *piatich domén* zodpovedajúcich rolám lídra v edukácii a špecifikovaných na úrovni *indikátorov*. Takto dizajnovaný model poskytuje rámec pre koncipovanie vzdelávania a podporu rozvoja kľúčových kompetencií lídra v edukácii, ako aj rámec pre identifikáciu vzdelávacích potrieb účastníkov a tiež rámec pre vyhodnocovanie efektívnosti realizovaného vzdelávania.

**Kľúčové slová** líder v edukácii, kompetenčné štandardy pre lídra v edukácii, Model kľúčových kompetencií lídra v edukácii.

**Abstract** Leadership in education has become a priority issue in the educational policy of countries all over the world. As countries try to attune their educational systems to present-day needs, they also modify their expectations concerning schools and their

management. In regard to needs and challenges related to the transformational process of schools in the Slovak Republic, the preparedness of school managers and teachers cannot be considered as sufficient. In this context, foreign approaches to the conceptualization of standards and requirements placed on leaders in the educational context can be considered as well elaborated, inspirational and relevant for the Slovak context. One of the objectives of the applied research project APVV 17-0557 (*Psychological Approach to Creation, Implementation, and Verification of Educational Leader's Competence Model Development*) was to develop a theoretically based and empirically evaluated competency model for leaders in the educational context, as a conceptual framework for defining professional competencies of school managers and teachers for leader competencies relevant for the educational context. For the process of its development, the methodological procedure for producing a competency model proposed by Marrelli et al. (2005) has been applied. After defining the objectives and analyses of both foreign and Slovak standards as well as competency standards and reviewing research findings on effective leadership within the educational context, the Model of key competencies for school leaders and teacher leaders was specified. The three dimensional model consists of five *key competencies* ([1] openness to change and managing change; [2] focus and commitment to the permanent development of the self and the organization; [3] effective communication and interactions; [4] supporting collaborative culture; [5] building external networks and partnership) applied within five *domains* that correspond to the roles of leaders in education ([1] vision, values and culture; [2] professional skills and problem solving; [3] leader in relation to the self – personal skills, abilities and values; [4] leader in relation to the other – focusing on others and leading others; [5] leader in relation to the system – strategic leadership and leadership of change). The key competencies within individual domains are specified on the empirical level of numerous *indicators* (as demonstrated within one specific key competency). The paper discusses the applicability of the proposed design into educational programs development aimed at supporting key competencies of educational leaders, as well as to the identification of educational needs of education participants and to evaluating effects of educational programs administered. The paper also reports on the present experience of the research team with the abovementioned applications of the model used in the development and implementation of the educational program for school leaders, teacher leaders and undergraduate future teachers, as well as further steps planned for verifying its validity.

**Keywords** educational leader, competency standards for educational leader, the Key competencies model for educational leaders.