

## Critical Thinking in Professional Practice - School Leadership

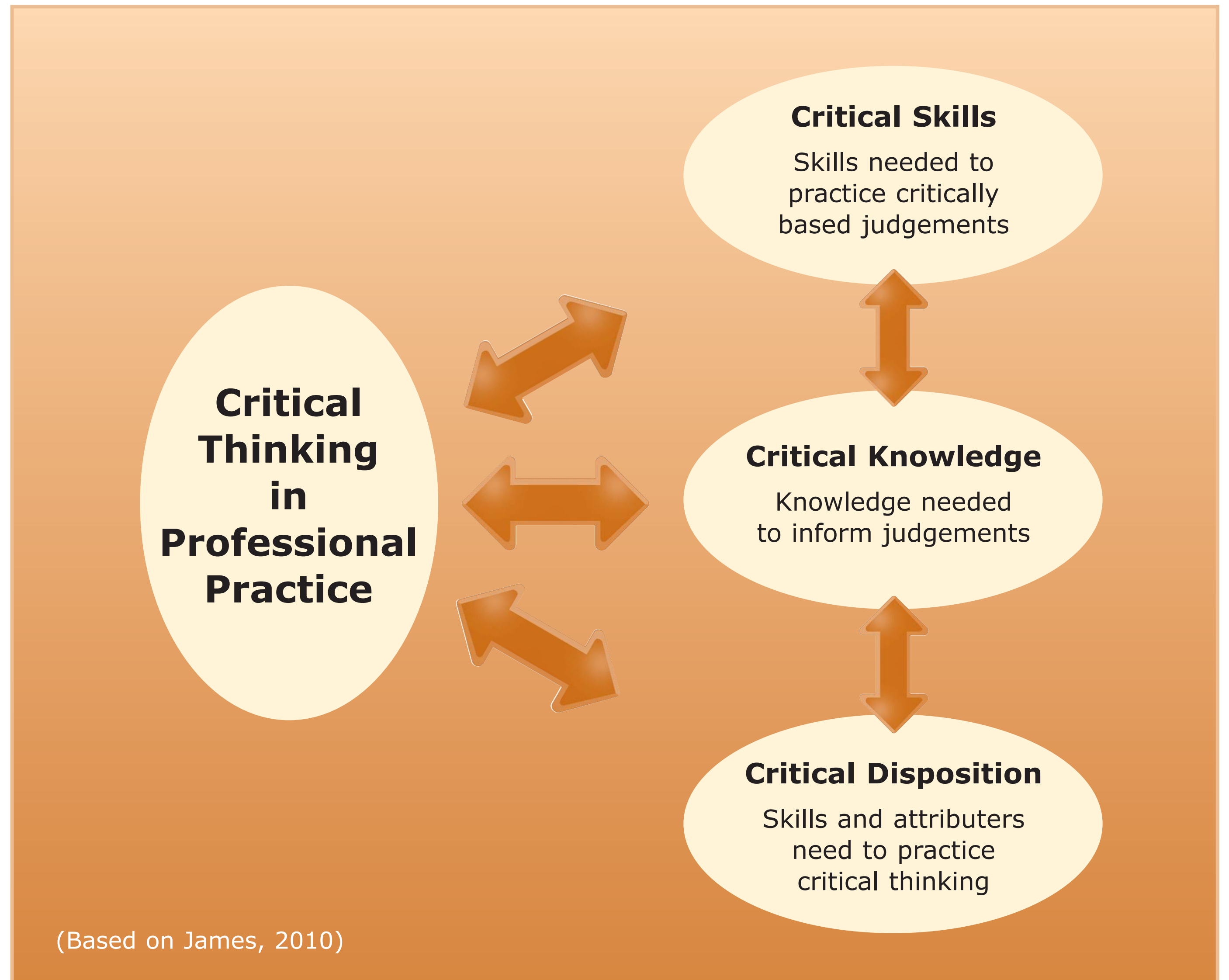
### The Project

The manner in which critical thinking is considered to be a desirable graduate attribute in candidates occupying school leadership positions will be the focus of the individual dimension to this study in the School of Education.

In an era where school autonomy is becoming more established as a the preferred model of school governance (OECD, 2008) school leaders are increasingly required to interpret Government education policy by formulating individual school based policies and models practice that take account of particular contextual and situational variables.

It would be expected that in order to ensure that this outcome is achieved competencies relating to the three components of the critical thinking the model illustrated above (James, 2010) would be an essential in the criteria used to fill leadership positions.

A sample of key partners who are involved in the appointment of school leaders and who subsequently deal with school principals in an advisory or regulatory role will generate the sample for this interview based study.



#### Participants will include:

- Primary and Second Level administration personnel - Department of Education and Skills
- Joint Managerial Body (Second Level)
- Chief executive officer/ Education of officer- Vocational Education Committee (Primary and Second Level)
- Local school manager (Primary)
- Parent Representative (NPC)
- Educate Together management (Education Officer)
- School Inspectorate (Primary and Second Level)
- Community based services representative



In addition to examine the view of the sample with respect to critical thinking it will also generate useful data in relation to the broader range of skills and competences that are viewed as important in the work of school leaders. This in turn will inform curriculum development at masters/graduate diploma level in the School of Education.