



A good instructional principal according to teachers

- ▣ **supports teachers professional development**
- ▣ **discusses with teachers**
 - ▣ **negotiates and conducts developmental discussions**
- ▣ **supports and advances teachers' self-reflections**
- ▣ **is present and does not abandon or interrupt**
- ▣ **notifies results and does not criticize in unjust way**
- ▣ **allows autonomy and does not have strict control**

(Blasé & Blasé, 1998)





A good pedagogical principal leads

▣ Influencing teachers' self-development

- ▣ Leading him-/herself successfully
- ▣ Knowing his/her teachers
- ▣ Supporting empowerment
- ▣ Passing information
- ▣ Directing, guiding, helping and advising
- ▣ Ensuring many-sided training

▣ Advancing dynamic collaboration

- ▣ Ensuring common understanding
- ▣ Creating shared leadership, innovative learning culture and new pedagogical infrastructures
- ▣ Offering support for learning and leading learning in networks
- ▣ Leading strategic development

(Raasumaa, 2010)

