



MSEAM

The Malta Society for Educational Administration and Management
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Promoting good practice,
professional development
and research in educational
administration,
management and
leadership.

Heads, Assistant Heads of School, Heads of Department, Education Officers, Teachers, Educators within the Ministry for Education and Employment and its Directorates, Academics and Administrators in Tertiary Education are all invited to participate in the forthcoming MSEAM continuing professional development sessions. Certificates of participation will be presented to all attendees. Both sessions will be **FREE OF CHARGE** and shall be held at the **French Resource Centre, Junior College, Msida.**

MIDDLE LEADERSHIP PROGRESSION IN MALTESE CATHOLIC SCHOOLS: A CASE STUDY IN ENCLOSED SUCCESSION

Post 2000 reforms of Maltese education and the decline in Roman Catholic religious vocations has inevitably left Maltese Church schools having to recruit lay heads of schools instead of the ordained members of the schools' founding religious orders who always held such headship posts in the past. Church schools develop such lay leaders from within their own schools' middle leaders through a system which was described by the researcher as enclosed succession. Through a phenomenological research, using document analysis, interviews and a questionnaire, perceptions were gathered from five case study secondary schools, about middle leadership as a career stage, roles of middle leaders and development opportunities. These schools were administered by three religious orders in each of which were teachers who occupied various middle leadership posts.

This paper will be presented by **Dr Kenneth Vella** who is the headmaster of Mater Boni Consilii - St Joseph Girls' Primary and Secondary School, Paola.



SUSTAINING PARENTAL ENGAGEMENT: A CHALLENGE TO MALTESE EDUCATIONAL LEADERS

The study examined the current partnership and collaboration between schools and parents in four Maltese Colleges and the challenges that Maltese Educational leaders face so as to reinforce, enrich and sustain such joint-working. Data was collected from a substantial number of interviews with the selected Policy-makers, College Principals, Heads of School and teachers; reviewing documents and attending Council of Heads meetings. The convenience and purposive sampling methods were employed to select the required sample of interviewees. The results of the study indicated that joint-working and collaboration between Maltese State schools presented evidence of success, even though decentralisation and autonomy had only been partially achieved. On the other hand, the school-parents collaboration showed proof of a slightly fractured history. While, teachers have always been entrusted with the education of children, parents were hardly ever regarded as jointly responsible for the education of their children. Parents were expected to support and never question the authority of the teachers and the school.

The paper will be presented by **Dr Mario Cutajar** who is a Senior Lecturer at the University of Malta.

