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Controversy on building educational system for school leaders: Focused on conceptual framework and institutional basic

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Developing school leader education is main topic not only in educational policy but also in university management now. The role of school administrators such as principal and vice-principal is building school autonomy to implement school-based management policy or local management of schools policy in line with decentralization. But as shortage of school administrators will be forecasted due to age composition like "wine glass", educational administration is struggling with this tough situation by improving school administration training program in times and contents. Besides new program for preparing school administrators is starting to perform for middle leader including 11-15 years of teaching experience in Osaka Prefecture.

Most of administrators and professors in colleges of teacher education think from the standpoint of specialization of university that it is new role and mission to educate school leaders in new professional school of education. Therefore developing school leaders is hot theme in theory building and educational practice. Considering on building educational system for learning community for school leaders, three points of controversy are need to discuss at a minimum.

First, how to connect theory with practice of school leadership? At the same time performance-based education or competence-based education is a dominant point of view in the school leader education, two-way activity of theory into practice and practice into theory are indispensable to interact and connect each other. In other words theoretical knowledge and reflective knowledge are connected in content and methodology. This work is upgrading and expanding by collaborating between researchers, practitioners, and policy-makers.

Secondly, how to collaborate university and school board of education in school leader education? Because of

maintaining university autonomy and keeping adequate distance from educational administration, I think that Level 3 in my framework - coordinated organizational cooperation is better than level 4 - united organizational cooperation

Thirdly, how to authorize school leaders in qualified license or salary and fringe benefit? This is a difficult question for college of teacher education that negotiates with school board of education. The most important for the professional school of education is to educate the leaders of school leaders by developing effective curriculum and excellent faculties.

Key Words : school leadership, principalship, professional school of education, collaboration university with school board of education

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