



Jelena D. Đermanov

University of Novi sad, Faculty of Philosophy, Novi Sad, Serbia

Isidora D. Korac¹

College for Preschool Teacher Training and Business Informatics –
Sirmium, Sremska Mitrovica, Serbia

Scientific review

Paper received: Jan 25 2023
Paper accepted: Mar 9 2023
Article Published: Apr 20 2023

Horizontal Learning and Management: Internal Potential for Developing School into Learning Community²

Extended summary

In this paper, the teachers' horizontal learning is considered from the aspect of modeling the stimulating environment for its implementation. The aim is to provide a comprehensive understanding of the relationship between horizontal learning and school management, as well as to offer an initial conceptual framework for further research into relationships and interrelationships in this field. Achieving the set aim primarily implies the problematization of the school characteristics as an environment for teachers' horizontal learning, thus considering the roles and competencies of principals (leaders and managers) in creating favorable conditions and facilitating teachers' horizontal learning. A consideration of teachers' horizontal learning and school management through a relational perspective enables consideration of these processes in the function of improving the quality and transforming the school into a *learning community*. In the final part of the paper, it is concluded that a stimulating environment for learning and professional development of teachers is a valuable internal potential, which must first be realized within each particular school, and then authentically developed on the long and uncertain path of transforming the school into a learning community.

The self-efficacy of all school employees and the sequential enculturation of the school as a system can be developed only in an environment of high trust, through joint research, review

1 oisidora@gmail.com

2 The paper is a part of the research within the project The Quality of Educational System of Serbia in European Perspective (KOCCEII/OI 179010) financed by the Ministry of Science of the Republic of Serbia (No. 01600).

Copyright © 2023 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

of current practice, and building common values and knowledge. For the development-oriented and integrated social system of the school as a community of learning and practice, it is important that teachers' personal professional development plans are a part of the school development plan, as well as that organized and planned learning, exchange of professional knowledge and experiences of teachers are in the function of achieving the set goals and visions of the school. The role of the principal in building such an environment could not be reduced to the formal organization of professional development programs for teachers as individuals. However, it includes the organization of various forms of professional development, which strengthens teamwork, open communication, partnership, exchange, joint participation and reflection of practice. The recognition of the importance and complexity of the school principal's role in developing a stimulating environment for the horizontal learning and professional development of employees opens up the issue of competence and professional preparation of the principal for the implementation of the expected roles and responsibilities. We believe that, in addition to designing formal education for principals and standards-based curriculum, it is also important to create relevant advanced training programs with a focus on organizational development and change management. The results of the empirical research suggest that, before creating advanced training programs for school principals, it is necessary to examine their educational needs and develop a support system aimed at networking the principals in the function of mutual support and professional development. In other words, school principals should be empowered in their leadership and managerial role to initiate and maintain proactive processes aimed at changing the quality of education and promoting a stimulating environment for learning through horizontal interaction.

Keywords: School principal, quality, teachers' professional development / Professional development of teachers, change, horizontal learning

References

- Alibabić, Š. (2008). Razvijanje liderskih kompetencija. *Andragoške studije*, 2, 250–265.
- Antinluoma, M., Ilomäki, L. & Toom, A. (2021). Practices of professional learning communities. *Frontiers in education*. 6 (617613). <https://doi.org/10.3389/educ.2021.617613>
- Black, G. L. (2010). Correlational analysis of servant leadership and school climate. *Journal of Catholic Education*. 13 (4), 437–466. <http://dx.doi.org/10.15365/joce.1304032013>
- Bognar, B. (2013). Initiating teachers' action research: Empowering teachers' voices. *Educational Journal of Living Theories*, 6 (1), 1–39.
- Bolam, R., McMahon, A., Stoll, L., Thomas, S. & Wallace, M. (2005). *Creating and Sustaining Effective Professional Learning Communities*. Nottingham, United Kingdom: Department for Education and Skills.
- Borko, H., Jacobs, J. & Koellner, K. (2010). Contemporary approaches to teacher professional development. In: Peterson, P., Baker, E. & McGaw, B. (Ed.). *International Encyclopedia of Education* (548–556). Oxford: Elsevier. <https://doi.org/10.1016/B978-0-08-044894-7.00654-0>

-
- Bredeson, P. V. (2000). The school principal's role in teacher professional development. *Journal of in-service education*. 26 (2), 385–401. <https://doi.org/10.1080/1367458000200114>
 - Brown, B. D., Horn, R. S. & King, G. (2018). The effective implementation of professional learning communities. *Alabama Journal of Educational Leadership*. 5, 53–59.
 - Buttram, J. L. & Farley-Ripple, E. N. (2016). The role of principals in professional learning communities. *Leadership and Policy in Schools*. 15 (2), 192–220. <https://doi.org/10.1080/15700763.2015.1039136>
 - Cohen, J., McCabe, E., Michelli, N. & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *The Teachers College Record*. 111 (1), 180–213. <https://doi.org/10.1177/016146810911100108>
 - DuFour, R. (2004). What is a professional learning community? *Educational leadership*. 61 (8), 6–11.
 - DuFour, R. & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington: Solution Tree Press.
 - DuFour, R. & Mattos, M. (2013). Improve schools. *Educational leadership*. 70 (7), 34–39.
 - Đermanov, J., Kostović, S. i Oljača, M. (2009). Kultura škole: prema neophodnom razumevanju kvaliteta i održive promene u obrazovanju. U: Gajić, O. (ur.) *Evropske dimenzije promena obrazovnog sistema u Srbiji. Zbornik radova. Knjiga 5* (19–36). Novi Sad: Filozofski fakultet.
 - Džinović, V., Đerić, I. (2012). Nova paradigma profesionalnog razvoja nastavnika – podsticaj za inicijativu, saradnju i stvaralaštvo. U: Šefer, J., Radišić, J. (ur.). *Stvaralaštvo, inicijativa i saradnja. Implikacije za obrazovnu praksu. Drugi deo* (113–135). Beograd: Institut za pedagoška istraživanja.
 - Frost, D. (2008). Teachers as champions of innovation. *Education review*. 21 (1), 13–21.
 - Fulan, M. (2005). *Sile promene*. Beograd: Dereta.
 - Grissom, J. A., Egalite, A. J. & Lindsay, C. A. (2021). What great principals really do. *Educational Leadership*. 78 (7), 21–25.
 - Guskey, T. R. & Yoon, K. S. (2009). What Works in Professional Development? *Phi Delta Kappan*. 90 (7), 495–500. <https://doi.org/10.1177/003172170909000709>
 - Harris, A., & Jones, M. (2010). Professional learning communities and system improvement. *Improving Schools*. 13 (2), 172–181. <https://doi.org/10.1177/1365480210376487>
 - Heystek, J. (2007). Reflecting on principals as managers of moulded leaders in a managerialistic school system. *South African journal of education*. 27 (3), 491–506. Retrieved January 18, 2023. from: <https://hdl.handle.net/10520/EJC32129>.
 - Hill, H. C. (2009). Fixing teacher professional development. *Phi Delta Kappan*. 90 (7), 470–476. <https://doi.org/10.1177/003172170909000705>
 - Hord, S. E. (2004). *Learning Together: Leading Together. Changing Schools through Plcs*. New York: Teachers College Press.
 - Jovanović, D. (2022). *Teorijske osnove liderstva u obrazovanju*. Niš: Filozofski fakultet.
-

-
- Korać, I. (2011). Uloga i kompetencije direktora škole u kreiranju ambijenta za kvalitet. U: Gajić, O. (ur.). *Kvalitet obrazovnog sistema Srbije u Evropskoj perspektivi. Zbornik radova. Knjiga 1 – Ka uspostavljanju vrednosnih okvira i standarda kvaliteta: odabrani teorijsko – metodološki koncepti* (417–426). Novi Sad: Filozofski fakultet.
 - Korać, I. (2016). Rukovođenje ustanovom – perspektiva vaspitača. *Zbornik radova Učiteljskog fakulteta*, Užice. 19 (18), 9–18.
 - Korać, I., Kosanović, M. & Kostović, S. (2018). Models Horizontal Support in Preschool Inclusive Education. In: Krajnc, M., Rus Kolar, D. & Kranjec, E. (Ed.). *The Role of Inclusive Pedagogy in Education* (159–167). Maribor: Univerzitetna založba Univerze. <https://doi.org/10.18690/978-961-286-161-2>
 - Korać, I. (2018). The Teams for Inclusive Education as a Context of Preschool Teachers' Horizontal Learning. *Teme*. 42 (2), 401–416. <https://doi.org/10.22190/TEME1802401K>
 - Korać, I. (2020). *Horizontalno učenje u funkciji podsticanja profesionalnog razvoja nastavnika i vaspitača* (doktorska disertacija). Novi Sad: Filozofski fakultet.
 - Kostović, S., Đermanov, J. (2006). Stilovi pedagoškog vođenja – istraživački koncept. U: Gajić, O. (ur.) *Evropske dimenzije promena obrazovnog sistema u Srbiji. Zbornik radova. Knjiga 1* (37–49). Novi Sad: Budisava Krimel.
 - Kostović, S., Đermanov, J. (2007). Teorijske i konceptualne pretpostavke pedagoškog menadžmenta. U: Gajić, O. (ur.) *Evropske dimenzije promena obrazovnog sistema u Srbiji. Zbornik radova. Knjiga 3* (105–117). Novi Sad: Budisava Krimel.
 - Krnjajić, S. (2002). *Socijalni odnosi i obrazovanje*. Beograd: Institut za pedagoška istraživanja.
 - Kulić, R., Despotović, M. (2001). *Uvod u andragogiju*. Beograd: Svet knjige.
 - Lakičević, O., Korać, I., Mihajlović, M. i Zlatarović, V. (2022). *Zajedničkim učenjem do kvaliteta*. Beograd: Ministarstvo prosvete, nauke i tehnološkog razvoja RS.
 - Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press. <https://doi.org/10.1017/CBO9780511815355>
 - Louis, K. (2017). *Leadership for Professional Learning: Creating the Learning Organization*. Corwin. <https://dx.doi.org/10.4135/9781452292083>
 - Lunenburg, F. (2020). Leadership versus management: a key distinction – at least in theory. *Main Issues Of Pedagogy And Psychology*. 3 (3), 15–18. <https://doi.org/10.24234/miopal.v3i3.15>
 - Mailool, J. K., Retnowati, B. T., Wening, S. & Putranta, H. (2020). The Effects of Principal's Decision-Making, Organizational Commitment and School Climate on Teacher Performance in Vocational High School Based on Teacher Perceptions. *European Journal of Educational Research*, 9 (4), 1675–1687. <https://doi.org/10.12973/eu-jer.9.4.1675>
 - Marzano, R. J., Waters, T. & McNulty, B. A. (2005). *School leadership that works: From research to results*. Aurora, CO: Mid-Continent Research for Education and Learning.
 - Mezirow, J. (2009). An overview on transformative learning. In: Illeris, K. (Ed.). *Contemporary theories of learning: learning theorist – in their own words* (90–105). Abingdon, OX: Routledge.
-

-
- Mohabir, A. D. (2009). *The Principal's Role in Implementing Professional Learning Communities within a School: A Case Study*. ProQuest LLC. Retrieved December 15, 2022. from: <https://www.proquest.com/docview/89246856>.
 - Murphy, J. (2005). *Connecting Teacher Leadership and School Improvement*. Thousand Oaks, California: Corwin Press.
 - OECD (2014). *TALIS 2013 Results: An International Perspective on Teaching and Learning*. OECD.
<https://doi.org/10.1787/9789264196261-en>
 - Ovesni, K. (2014). *Organizacija koja uči: Andragoška perspektiva*. Beograd: Institut za pedagogiju i andragogiju – Filozofski fakultet.
 - Owen, S. (2016). Professional learning communities: Building skills, reinvigorating the passion, and nurturing teacher wellbeing and „flourishing” within significantly innovative schooling contexts. *Educational Review*. 68 (4), 403–419. <https://doi.org/10.1080/00131911.2015.1119101>
 - Petrović, D. S. (2015). Professional preparation and professional development of primary school principals in Serbia. In: Ševkušić, S. & Radišić, J. (Ed.). *Challenges and dilemmas of professional development of teachers and leaders in education, Book of Proceedings from XVIII International scientific conference (203–207)*. Belgrade: Institute for Educational Research.
 - Pont, B., Nusche, D. & Moorman, H. (Eds.) (2008). *Improving School Leadership Volume 1: Policy and Practice*. Paris: OECD.
 - *Pravilnik o standardima kompetencija direktora ustanova obrazovanja i vaspitanja* (2013). Službeni glasnik Republike Srbije, br. 38.
 - Putnam, R. T. & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning?. *Educational researcher*. 29 (1), 4–15. <https://doi.org/10.3102/0013189X029001004>
 - Radišić, J., Stanković, D. & Malinić, D. (2015). Education of principals of preschool institutions, primary and secondary schools founded on evidences. In: Ševkušić, S. Radišić, J. i Malinić, D. (Ed.). *Challenges and dilemmas of professional development of teachers and leaders in education, Book of Proceedings from XVIII International scientific conference (196–198)*. Belgrade: Institute for Educational research.
 - Rutkowski, D., Rutkowski, L., Bélanger, J., Knoll, S., Weatherby, K. & Prusinski, E. (2013). *Teaching and Learning International Survey TALIS 2013: Conceptual Framework. Final*. OECD Publishing.
 - Sebastian, J. & Allensworth, E. (2013). How do secondary principals influence teaching and learning. *Principal's Research Review*. 8 (4), 1–5.
 - Servage, L. (2008). Critical and Transformative Practices in Professional Learning Communities. *Teacher Education Quarterly*. 35 (1), 63–77.
 - Staničić, S. (2006). *Menadžment u obrazovanju*. Rijeka: Vlast. nakl.
-

-
- Stoll, L., Bolam, R., McMahon, A., Wallace, M. & Thomas, S. (2006). Professional Learning Communities: A Review of the Literature. *Journal of Educational Change*. 7 (4), 221–258. <https://doi.org/10.1007/s10833-006-0001-8>
 - Thapa, A., Cohen, J., Guffey, S. & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of educational research*, 83 (3), 357–385. <https://doi.org/10.3102/0034654313483907>
 - Ševkušić, S. (2015). Educational Leadership Standards: Content Domains. In: Ševkušić, S. & Radišić, J. (Ed.). *Challenges and Dilemmas of Professional Development of Teachers and Leaders in Education, Proceedings* (187–191). Belgrade: Institute for Educational Research.
 - Teodorović, J., Ševkušić, S., Džinović, V. i Malinić, D. (2020). Potrebe, problemi i kompetencije direktora škola u Srbiji. *Zbornik Instituta za pedagoška istraživanja*. 52 (2), 275–330. <https://doi.org/10.2298/ZIPI2002275T>
 - Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2008). *Teacher professional learning and development* (18). International Adacemy of Education & International Bureau of Education: Brussels.
 - Van Brugghe, D. (2012). Servant-leadership: Creating a context for collaboration. *The International Journal of Servant-Leadership*. 8 (1), 249–265.
 - Vescio, V., Ross, D. & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and teacher education*. 24 (1), 80–91.
 - Vujačić, M., Đević, R. i Jošić, S. (2020). Školska klima kao faktor obrazovne efektivnosti škola – sekundarna analiza podataka iz TIMSS 2015 studije. *Inovacije u nastavi*. 33 (2), 15–28. <https://doi.org/10.5937/inovacije2002015V>
 - Vujić, D. (2003). *Menadžment ljudskih resursa i kvalitet: Ljudi – ključ kvaliteta i uspeha*. Beograd: Centar za primenjenu psihologiju.