

OECD ACTIVITY: IMPROVING SCHOOL LEADERSHIP

Second Workshop of Participating Countries

VLOR: Flemish Education Council
Vlaamse Onderwijsraad, Leuvenseplein 4, B-1000 Brussels, Belgium

Annotated Draft Programme

Workshop objectives

The workshop will be aiming to identify key issues on school leadership policy and practice across OECD countries. By discussing country draft background reports and identifying key themes, we hope to clarify what the core content of the final comparative report should be.

- Have background reports illuminated or better informed on the state of affairs, policy approaches and their advantages or disadvantages? What are the key issues?
- Do we have enough information on what are the better policy alternatives for governments to pursue in school leadership practices?
- What are they key questions/issues countries want responses to in the comparative report?
- Are their conceptual issues or need for more clarifications?
- Have countries encountered difficulties in the preparations of their background reports and have found ways of addressing them? We want them to share their experiences.

We also have included sessions to share information on other relevant activities and organisations such as the OECD Teaching and Learning International Survey (TALIS), the OECD Trade Union Advisory Committee, European Commission or International Confederation of Principals activities.

Workshop format

The format of the workshop aims to foster opportunities for discussion and dialogue among participants, national representatives, authors of background reports, international organisation representatives and our network of experts. This is why we have asked most of you to take an active role in the workshop.

The parallel sessions

The object of the parallel sessions is to clearly identify find key emerging issues for each specific subject. This alone would be a big success of the workshop and can help drive the comparative report. We have asked all countries to speak and are distributed across the sessions.

The structure of the parallel sessions would be organised as follows. Each session has been organised to discuss one specific chapter: There will be an OECD chair to moderate and keep discussion lively and well centered on the topic:

- 1 lead country is in charge of making a more general presentation (15 minutes) to identify the main issues under the subject discussed in relation to their own country.
- 4 additional country representatives will discuss their key issues in relation to their national experiences:
 - what are the key measures and processes and how are they organised;
 - what are advantages or disadvantages to the different definitions or approaches?
 - What are the challenges they are facing in this area.
- Rest of participants would participate in wider discussion.
- The parallel session rapporteurs will have to ensure that there are 3 or 4 emerging key themes that come out of the whole exercise and will present this to the plenary session.

The final key note: *The policy implications of school leadership practice*

The key note will put discussion results into perspective by bringing an understanding of how country policy and practice has and can come to grips with the kinds of leadership conditions identified. It will try to bring the key issues identified in line with current thinking. This will help for thinking about the final comparative report.

Workshop Chair: Tony Mackay, Centre for Strategic Education, Melbourne, Australia

1 February 2007

The morning sessions are intended to:

- welcome participants and share Belgian experience on school leadership;
- inform and discuss development of the activity and related endeavours (TALIS)
- Introduce Country Background Reports and discuss process and impact.

08.30 – 09.30 Registration of participants

09.30 – 10.30 School Leadership in Belgium

Gaby Hostens, Flemish Ministry of Education and Training (Belgium)
Mia Douterlungne, Director General, Flemish Educational Council (VLOR)

10.30 – 11.00 Update on the progress of the activity: calendar, conferences and workshops, PISA and school leadership

Beatriz Pont, OECD Education and Training Policy Division

11.00 – 11.30 *Coffee break*

11.30 – 12.00 OECD Survey of Teachers, Teaching and Learning

Ben Jensen, OECD Teaching and Learning International Survey (TALIS)

12.00 – 12.30 Improving School Leadership Country Background Reports

Abrar Hasan, OECD Education and Training Policy Division

12.30 – 14.00 *Lunch break: cold buffet provided by VLOR*

The afternoon sessions are intended for the discussion of draft background reports to try to identify the main issues at stake.

14.00 – 16.30 Thematic discussion groups (based on Background report chapters)

Session A: School governance and leadership

Chair: Beatriz Pont, OECD

Lead country: Mr. Michael Schratz, Austria.

Country discussants: Mr. William Thorn, Australia.

Mr. Aki Tornberg, Finland.

Ms. Michèle Sellier, France.

Mr. Loek van Noort, the Netherlands.

Rapporteur: Dr. Gabor Halasz, Scientific advisor, National Institute for Public Education, Budapest, Hungary.

Session B: Enhancing learning and school leadership

Chair: Ben Jensen, OECD

Lead country: Ms. Lucilia Ramos, Portugal.

Country discussants: Mr. Patrick Flood, Ireland.

Ms. Arnhild Hegtun, Norway.

Mr. Ricardo Fuentes, Chile.

Mr. Andrej Koren, Slovenia.

Rapporteur: Peter Matthews, Institute of Education, London

15.00 – 15.30 *Coffee break*

16.30 – 17.00 Plenary: Conclusions of discussion groups presented by rapporteurs

17.15 – 18.15 Cocktail – Reception. A selection of Belgian beers will also be provided by VLOR

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The morning sessions are intended for the discussion of draft background reports to try to identify the main issues at stake.

09.30– 12.00 Thematic discussion groups (based on Background report chapters)

Session C: The attractiveness of school leadership

Chair: Hunter Moorman, OECD

Lead country: Mr. Mats Ekholm, Sweden.

Country discussants: Mr. Soren B Larsen, Denmark.

Mr. Min-Chul Shim, Korea.

Ms. Araceli Sanchez, Spain.

Mr. Darren Gammie, New Zealand.

Rapporteur: Prof. Petros Pashiardis, Open University, Cyprus.

Session D: Training and professional development of school leaders

Chair: Abrar Hasan, OECD

Lead country: Mr. Paul McClenaghan, UK Northern Ireland.

Country discussants: Prof Geert Devos, Flemish Community, Belgium.

Ms. Eva Revesz, Hungary.

Ms. Laura Cunningham, UK England.

Ms. Nathalie Jauniaux, French Community, Belgium.

Rapporteur: Prof. Stephan Huber, Institute for Management and Economics of Education, Teacher Training University of Central Switzerland (PHZ) Zug.

10.30 – 11.00 *Coffee break*

12.00 – 12.30 *Plenary: Conclusions of discussion groups presented by rapporteurs*

12.30 – 14.00 *Lunch break: hot buffet provided by VLOR*

The afternoon sessions are intended to identify and discuss key issues for future work on the activity by:

- Presentation and discussion of case study visits;
- Update on other related activities from international organisations or others;
- Discussion of the key issues and implications of discussions for the comparative report on improving school leadership.

14.00 – 14.30 Innovative case study visits update

Hunter Moorman, Beatriz Pont, OECD Education and Training Policy Division.
Professor David Hopkins, Institute for Education.

14.30 – 15.00 Update by international organisations and national coordinators on their activities on school leadership:

- Mr. Paul Holdsworth, European Commission,
- Mr. Edward Brierley, International Confederation of Principals,
- Mr. Dennis Sinyolo, Employment-Education Coordinator, Education International (TUAC).
- Professor Petros Pashiardis, Commonwealth Council for Educational Administration and Management.

15.00 – 15.30 *Coffee break*

15:30– 16.15 Keynote presentation: The policy implications of school leadership practice

Tony Mackay, Director, Centre for Strategic Education, Melbourne, Australia
Christopher Day, Professor of Education and Co-Director of the Teacher and Leadership Research Centre (TLRC).

16.15 – 16.30 Concluding remarks: Where to go from here: The comparative report

Beatriz Pont, OECD Education and Training Policy Division