

Workshop 3:

Developing skills for effective school leadership

Hunter Moorman

Consultant

OECD Education Directorate

Copenhagen, 14-15 April 2008

School leadership: **the four policy levers**



(Re)defining school leadership responsibilities



Distributing school leadership



Developing the knowledge and skills of school leadership



Making school leadership a more attractive profession

School leadership: **the challenges**



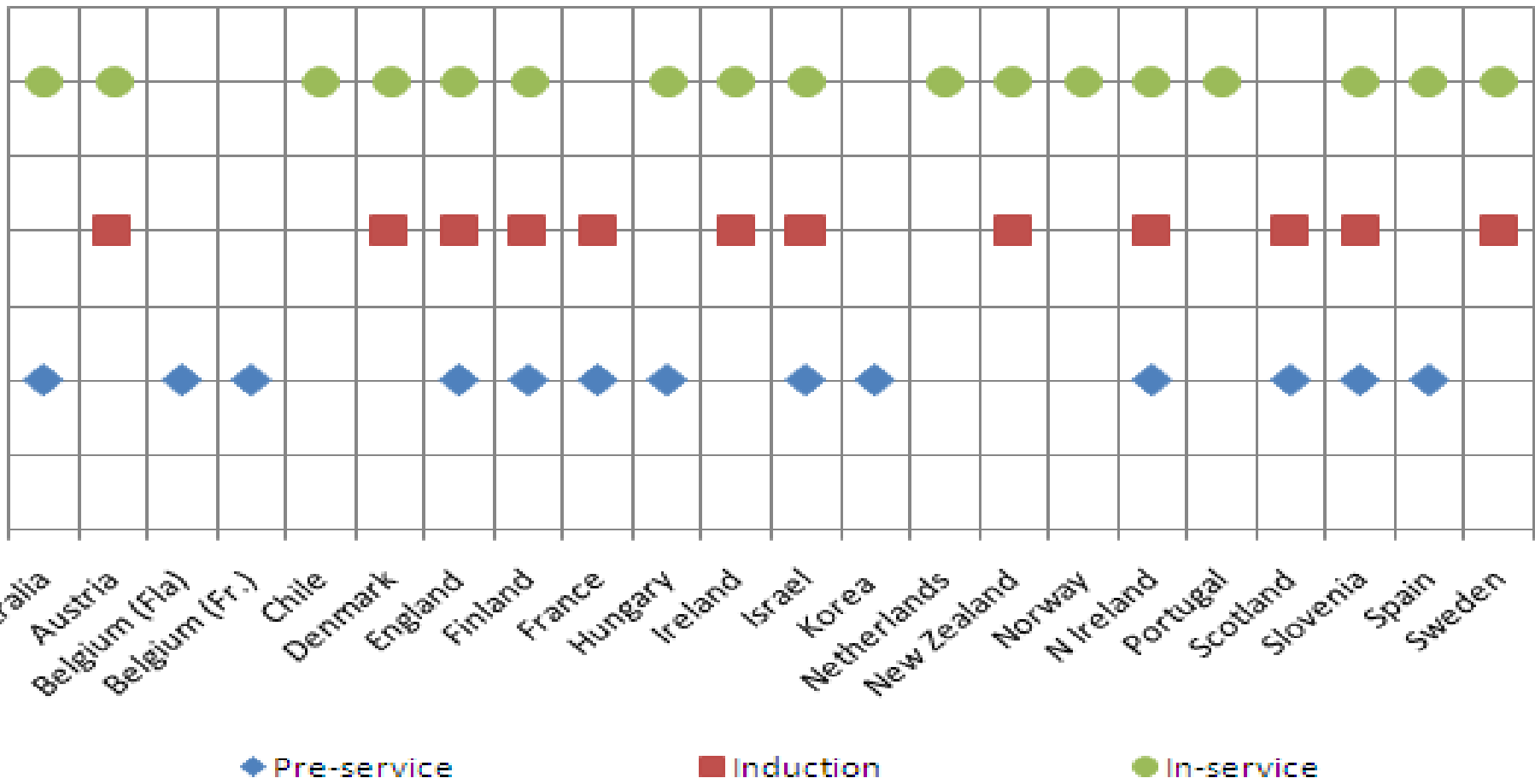
Adapt to new role requirements

- Role expansion and intensification calls for new training
- Most school leaders are former teachers. Teacher training and 5 years experience is only requirement.
- Leaders want better preparation and training
- Selection of quality candidates

School leadership: **the challenges**



Lack of systematic and career-staged training



School leadership: **The policy**



Developing skills for effective school leadership

- Skills development to strengthen leadership for learning
- Treat leadership development as a continuum (initial training, induction, in-service training)
- Ensure coherence of provision by different institutions
- Ensure appropriate variety for effective training

School leadership: **the policy**



Skills development to strengthen leadership for learning

- Focus on the mandate of improving school outcomes based on roles defined in chapter 2 (*supporting and developing teachers; goal-setting, assessment and accountability; strategic resource management; and leadership beyond school borders*)
- Training programmes based on analysis of need and contextual factors

School leadership: **the policy**



Treat leadership development as a
continuum

A life-long learning process transcending individual
programmes

- Initial training (pre-service) (Voluntary/mandatory?
Selection and coverage?)
- Induction (Support, focus on pressing needs)
- In service (continuing professional development)

School leadership: **the policy**



Ensure coherence of provision by different institutions

Different approaches (no formula but effective, coherent, and efficient):

National provision

Intermediate approaches

Decentralised or market approaches (ensure quality control)

School leadership: **the policy**



Ensure variety of repertoires for effective training

- Standards and principles for effective professional development
- Combination of academic and experiential
- Mix of activities and learning styles

Thank you!

For more information:

www.oecd.org/edu/schoolleadership