

**IMPROVING SCHOOL LEADERSHIP:
RATIONALE AND PLANS FOR THE ACTIVITY**

Meeting of National Representatives

9 December 2005

OECD, Paris

TABLE OF CONTENTS

IMPROVING SCHOOL LEADERSHIP: RATIONALE AND PLANS FOR THE ACTIVITY	1
1. Introduction	3
2. Background	4
3. The OECD Activity on Improving School Leadership: Objectives and Scope	5
4. Key Issues in School Leadership: The Framework.....	5
5. Methodology	12
6. Outputs and Dissemination of Findings	13
7. Activity Calendar	13
8. Resource Implications of the Activity.....	14
BIBLIOGRAPHY	15

IMPROVING SCHOOL LEADERSHIP: RATIONALE AND PLANS FOR THE ACTIVITY

1. Introduction

1. The proposal for the Activity on Improving School Leadership builds upon and complements recent work within the Education and Training Policy Division on teacher policy as well as CERI work on new school management approaches and networks of innovation. In co-ordination with other OECD Education Directorate activities that touch upon these issues, the Activity aims to provide policy makers with information and analysis to help them formulate and implement school leadership policies to improve school effectiveness.

2. The proposal follows an experts' meeting held in July 2005 in which advice on the issues that the Activity should encompass, and upon the methodology that should be adopted, was sought from a group of educational policy makers, educational researchers and school leaders' stakeholders.

3. The proposed Activity would focus on the following two questions:

- What are the roles and responsibilities of school leaders under different governance structures? What seem to be promising policies and conditions for making school leaders most effective in improving school outcomes?
- How can effective school leadership be best developed and supported? What policies and practices would be most conducive to these ends?

4. The approach consists of an analytical strand and a set of case studies of innovative practices in school leadership as well as in the development and continuing support of school leaders. This approach permits the collection of information necessary to compare country developments while at the same time adopting a more innovative and forward looking approach to policy making. Complementary workshops will promote discussion on the key issues at stake.

5. The proposal adopted by the Committee [EDU/EC(2004)1/REV1] and approved by the Council foresaw the Activity ending in 2006. However, the proposal that emerged from the discussion at the expert meeting and was approved at the November 2005 Education Committee meeting would extend the work through 2007. The Committee would need to consider this when it discusses the 2007-08 programme of work.

2. Background

6. OECD Education Ministers emphasised in their 2001 and 2004 meetings the key role of school leaders in ensuring that schools effectively respond to rapidly changing societal needs and provide the foundations for lifelong learning. Indeed, in today's knowledge based societies, education is becoming more important than ever before. Governments and ministries of education are seeking to respond to higher societal expectations by focusing on improving the outcomes of schooling, and on the roles of school leaders in guiding that improvement.

7. A recent OECD report (2005) on *Teacher Matter: Attracting, Developing and Retaining Effective Teachers* highlights that "as the most significant resource in schools, teachers are central to school improvement efforts" and that "improving the efficiency and equity of schooling depends, in large measure, on ensuring that ... teaching is of high quality ...". But the report also points to the fact that the quality of school leadership significantly influences the quality of teaching and learning: principals and other school leaders are responsible for creating the conditions under which teachers can perform well, achieve job satisfaction, and continue to develop professionally.

8. The school leaders' roles are also changing, following a common trend in OECD countries in recent years to devolve greater decision-making responsibility to the school level. Areas in which principals and other school-level leaders now exercise considerable responsibility include: curriculum development; financial management; staff selection, management of professional development; student assessment and reporting; community relations; school accountability; and the management of innovation and reform. Such responsibilities often require new sets of skills, and the capacity of school systems to improve their operations will be critically dependent on the supply of well-qualified and committed school leaders.

9. A number of issues in relation to school leadership have been considered in several earlier OECD reports on education, including those from the Centre for Educational Research and Innovation (CERI) 'Schooling for Tomorrow' programme (OECD, 2001a; OECD, 2003). Another CERI study of innovation in education cited evidence from school change projects in several countries where innovative school management has transformed education for the better (OECD, 2001b). CERI's work on Information and Communications Technologies (ICT) and the quality of learning also revealed that, in schools that attempted to use ICT as a lever for change, the quality of school leadership was critical to successful implementation (Venezky and Davis, 2002).

10. The more recent OECD analysis of teacher policy in 25 countries has raised concerns about recruiting, developing and supporting effective leaders in schools (OECD, 2005). A number of countries are struggling to attract well-qualified applicants to take on leadership roles. Also, despite the changing roles and higher expectations of school leaders, it seems that most receive little formal or structured preparation for the job. While there are promising initiatives and programmes, the overall impression is that the relationship between school leadership, school climate, teacher job satisfaction, and student learning should be higher on the policy agenda.

11. Many of these issues were discussed in the recent OECD experts' brainstorming meeting in July 2005. The experts helped clarify what type of information and analysis would be most useful to policy makers and other relevant stakeholders to improve school leadership policies and practices. They agreed that there is wide variation of school leadership practices across OECD countries, with wide differences in the roles of school leaders and in their career patterns. They agreed that the school leadership issue deserved greater policy priority in light of the increasing accountability pressure on schools for results. Overall, the experts' meeting underlined the importance of an Activity aimed at producing a clearer understanding of how school leadership policies and practices can help to improve school effectiveness.

3. The OECD Activity on Improving School Leadership: Objectives and Scope

12. These are the reasons why the OECD has embarked on this Activity on improving school leadership. Its overall purpose is to provide policy makers with information and analysis to assist them in formulating and implementing policies to support the development of school leaders who can systematically guide the improvement of teaching and learning. The Activity has the following objectives: (i) to synthesise research and country practices on issues related to improving leadership in schools; (ii) to identify innovative and successful policy initiatives and practices; (iii) to facilitate exchanges of lessons and policy options among countries; and (iv) to identify policy options for governments to consider.

14. In broad terms, the Activity will aim to analyse the following key questions:

- What are the roles and responsibilities of school leaders under different governance structures? What seem to be promising policies and conditions for making school leaders most effective in improving school outcomes?
- How can effective school leadership be best developed and supported? What policies and practices would be most conducive to these ends?

15. The Activity will:

- Adopt a broad view of school leadership rather than focusing on leaders as individuals, with the view that authority to lead does not necessarily reside only in one person, but can be distributed within schools and among different people.
- Concentrate upon school leaders in primary through upper secondary schools, acknowledging that the roles and skill requirements of leaders may differ by level of schooling and by the social and demographic context of the communities from which students are drawn.
- In a framework of increased decentralisation, encourage engagement from the levels of government which are appropriate for the analysis.
- Build upon work already undertaken at the OECD in this area, in the CERI activities ‘Schooling for Tomorrow’ and ‘What Works in Innovation in Education’, and the ETP Activity ‘Attracting, Developing and Retaining Effective Teachers’. It will draw on the Programme for International Student Assessment (PISA) data base and other Indicators of Education Systems (INES) data whenever possible for information on the organisation of schooling and decision making. It will also seek to collaborate with relevant activities currently or about to take place, such as phase 3 of the CERI Activity ‘Schooling for Tomorrow’, which is on ‘Future Thinking in Action’ and will include a focus on developing future thinking in school leaders. Furthermore, it will work closely with the development and implementation of the INES international survey of teachers, teaching and learning, which has school leadership as one of its areas of focus.
- Look for external partners or organisations currently conducting national or international work in the area of school leadership for collaboration. This may include the European Commission, the school leadership centres, International Principal Association, and other relevant stakeholders.

4. Key Issues in School Leadership: The Framework

16. This section provides an overall framework for the Activity as well as examples of the types of issues and concerns that are likely to be addressed in this Activity. The issues are meant to be illustrative of

the intended foci of the Activity, and the Committee's advice is sought on their relevance as well as on additional foci that could be included.

17. Given the rising expectations for schools and schooling in a new century characterized by rapid and constant technological innovation, massive migration and mobility, and increasing economic globalization, the challenges and pressures facing school leaders in virtually all OECD are enormous. As countries struggle to transform their educational systems to prepare all young people with the knowledge and skills needed to function in a rapidly changing world, the role expectations for school leaders have changed radically. They are no longer expected to be merely good managers; rather, as Fullan argues, "effective school leaders are key to large-scale, sustainable education reform" (Fullan, 2002).

18. Over the course of the 20th Century, the role of school leader has changed from practising teacher with added responsibilities to full-time professional manager of human, financial and other resources. As the school leader's role has grown in importance, more and more tasks have been added to the job description: instructional leadership, staff evaluation, budget management, performance assessment, and community relations, to name some of the most prominent ones (OECD, 2003). A review of the literature on effective leadership identifies long lists of practices and competencies for school leader professional development programmes, which "prompt a concern that school leaders are not only being pulled in many different directions simultaneously, but that they may be being asked to do too much" (Mulford, 2003). The concept of the "*superprincipal*" has even been raised in the literature as the unattainable ideal for the school leader (Copland, 2001, emphasis in original; Pierce, 2000).

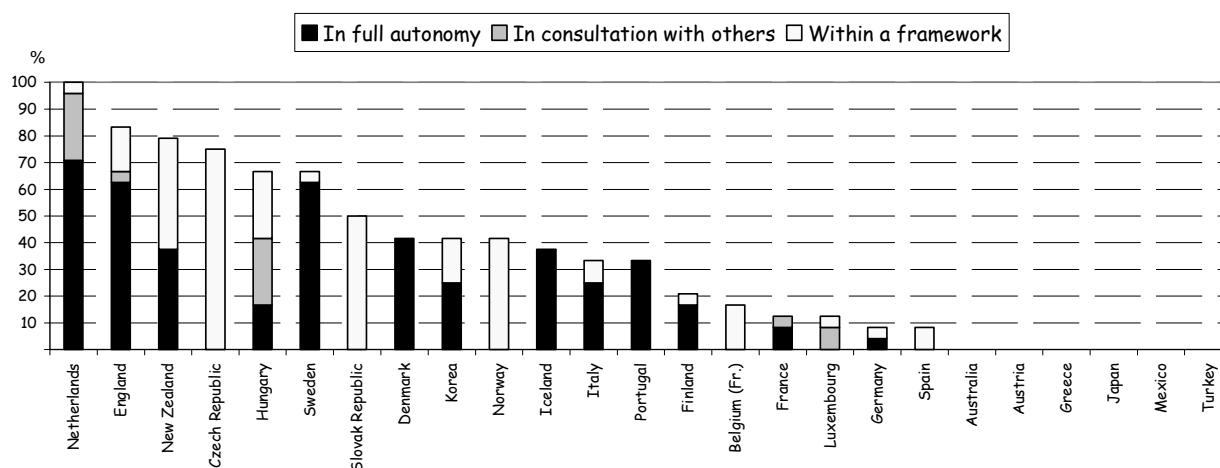
19. These changes in the roles of school leaders have been to a great extent influenced by concurrent changes in school governance structures in a context of increasing decentralisation of school management and greater accountability for results. This rising accountability pressure reflects rising societal recognition across OECD nations that the quality and equity of schooling is crucial not only for individual development and fulfilment, but also for economic productivity and growth and social cohesion.

20. A key challenge for policy makers is to understand how different school governance structures and educational reforms impact on the roles of school leaders and most importantly on the ability of school leadership to promote effective teaching and learning. Without an adequate understanding of the way that different approaches to school governance and reform influence leaders' behaviour and careers, there is a risk of developing ineffective policies. Furthermore, the cumulative demands on school leaders and resulting fragmentation and incoherence of their roles could undermine the capacity of schools. For example, as the CERI study (OECD, 2001b) points out "...the intersection of ... three demands for change by schools – to update their content, to become learning organisations and to deliver measurable outcomes – ... creates ... intense and potentially conflicting pressures." Mulford (2003) identifies some possible examples of these conflicting pressures and paradoxes developing, including the tension between top-down and bottom-up change strategies; parental choice and equitable, inclusive provision of schooling; and the external accountability of league tables versus self-evaluation for institutional learning.

21. Different approaches to educational governance and management have been described in the literature using different models and terminology. Mulford (2003), for example, has identified three broad categories: Old Public Administration; New Public Management; and Organisational Learning. Glatter (2002) on the other hand has distinguished four models: Competitive Market; School Empowerment; Local Empowerment; and Quality Control. Both authors agree that different approaches have direct implications for schools leaders and identify a similar set of leadership functions to exemplify these implications. Both argue that differences in the nature of accountability, the way performance is measured, and the degree of school autonomy have a direct impact on the role of school leadership and, by extrapolation, on the types of skills required by school leaders. The Activity will aim to suggest a common set of leadership functions which are relevant across different governance structures.

22. OECD countries differ in their educational governance structures and processes. For example, Figure 1 provides an overview, for a number of countries, of the extent to which school leaders are involved in three particular domains of personnel management in public schools¹, depending on the degree of decentralisation. In the Czech Republic, England, Hungary, the Netherlands, New Zealand, the Slovak Republic and Sweden most such personnel decisions are taken at the school level but with different degrees of autonomy. In the Czech Republic, Hungary, New Zealand and the Slovak Republic, a majority of school-level personnel decisions are made either in consultation with others or within a framework set by a higher authority. By contrast, schools have much more autonomy over personnel decisions in England, the Netherlands and Sweden. There seems to be little school involvement in the designated areas of personnel management in Australia, Austria, Germany, Greece, Japan, Mexico, Spain and Turkey (OECD, 2005). This Activity will seek to identify and exemplify the impact of these different governance structures and processes on the role of school leadership and its success in promoting effective teaching and learning. In doing so it aims to identify the policies and conditions under which school leaders can most effectively improve school outcomes across varying school governance structures and reform approaches.

Figure 1. Percentage of decisions relating to personnel management taken by schools by mode, lower secondary education, public schools, 2003



Notes: Countries are ranked in descending order of the percentage of decisions taken at the school level. The domain "personnel management" considers the hiring and dismissal of staff; the duties and conditions of service of staff; and the fixing of salary of staff. The school level includes school administrators and teachers or a school board or committee established exclusively for individual schools. "In full autonomy" means that decisions are subject only to any constraints contained in the constitution or in legislation that is of a general nature and not specifically aimed at education. "In consultation with others" means that decisions are taken in consultation with bodies located at another level within the education system. "Within a framework" means that decisions are taken within a framework set by a higher authority (e.g., a binding law, a preestablished list of possibilities, a budgetary limit, etc.). Data for Turkey refer to primary education. See OECD (2004a) for further details.

Source: OECD, Education at a Glance 2004

23. Mulford (2003) and Glatter (2002) also recognise that in practice public school systems are likely to operate on some composite of these approaches to educational governance, with the emphasis shifting from time to time. Sometimes different approaches may even complement and reinforce each other as they impact on localities and schools. However, both authors also point out that inconsistencies within and between these approaches are likely to cause tensions and create their own pressures on schools and their leaders. The Activity will seek to identify whether and when this is the case.

¹ These domains are hiring and dismissal of staff; determination of duties and conditions of service of staff; and the fixing of staff salaries.

24. Differences and changes in the school leaders' perceived roles and responsibilities should also be reflected in the preparation and development of school leaders. However, the literature seems to suggest that especially the latter has not figured as a priority in school reform agendas until only recently (OECD, 2003; Davis *et al.*, 2005). This renewed interest may also have been fanned by accounts of shortages of high-qualified school leader candidates. The Activity will seek to identify the programme structures that provide the best learning environments as well as the governing policies that are needed to sustain them.

25. While the job requirements for effective school leadership will vary widely given the different governance and financing systems and political cultures in OECD countries, as well as the different community contexts in which schools reside, this proposed activity is premised on the belief that there may well be some core competencies that all school leaders will require in order to help schools meet the challenging goals that virtually all nations have now set for their schools. This Activity hopes to identify and define the most promising policies and programmatic initiatives to develop and support school leaders with such competencies.

26. These aims will be addressed by the following two broad key questions: a) What are the roles and responsibilities of school leaders under different governance structures? b) How can effective school leadership be best developed and supported?

4.1. What are the roles of school leaders under different governance structures and how can these roles be optimised to improve instruction?

School governance and leadership

27. School governance structures vary by country (and sometimes within country), and these variations help shape the roles, responsibilities and societal expectations of school leaders. In highly centralized systems, for example, where virtually all important decisions about curriculum, assessment, teacher hiring and school budgets are made centrally or regionally, the school leader's job is more narrowly confined to implementing policies decided elsewhere. At the other end of the continuum, in systems that have devolved authority over curriculum, personnel, and budgets to the school level, the school leader's job is obviously very different, with a much higher premium on creativity and entrepreneurial skills. In some instances, principals in high-reform nations are even being asked to take on systemic leadership responsibilities, leading networks of schools in transformative change (Hopkins, 2005). In most countries, however, school governance is closer to the middle of the continuum, with some functions centralized, others decentralized, and substantial interplay among leaders at the different levels of the system.

28. Furthermore, there are other important context variables, such as the socioeconomic background of the school children, school sector, size and level, and whether student intake is based on parental choice or system assignment, that affect the roles and responsibilities of school leaders. Secondary school leaders, especially in diverse urban communities, have a very different job than primary school leaders, and both private and public school leaders in freedom of choice policy environments face very different challenges than school leaders in countries with very limited parental choice of schooling.

29. However, while the job requirements for effective school leadership will vary widely given the different governance and financing systems and political cultures in OECD countries, as well as the different community contexts in which schools reside, this proposed Activity suggests that there may be some core competencies that school leaders will require in order to be effective whatever the governance system and community context. One of these, for example, seems to be the ability of school leadership to address effectively both the managerial and instructional leadership requirements of the job. A second is the ability to look outward from the school to the larger community, to ensure that the school is both

responsive to community needs and proactive in shaping the community's expectations for its schools. The Activity aims to deepen our understanding of the core competencies school leaders will need in order to meet the challenging goals that virtually all nations have now set for their schools.

30. The Activity will address a number of specific issues: How are the demands on school leaders changing? What are the different roles and responsibilities of school leaders under different governance structures? What types of skills would be required from school leaders under different governance structures and in different contexts? Are there in fact a set of core competencies that all school leaders need independent of governance structure and community context, and if so, what are they?

Instructional improvement and school leadership

31. One of the major dilemmas of school leadership focuses on the fact that school heads are expected to be both a) organisational managers and b) leaders of effective teaching and learning (Southworth, 2002). The first role concentrates on the managerial aspects of running an educational institution, while the second one focuses on leadership in the creation of a learning culture that fosters the continuous improvement of teaching and learning. The tension between these roles has been highlighted by a number of researchers (Coulson, 1986; Hughes, 1975; Bolam, 1997; Day *et al.*, 2000; Southworth, 2002) and many call on the need to further clarify what the role of leaders of effective teaching and learning implies.

32. In fact, most of the research reported on the impact of what is variously called "instructional leadership", "educational leadership", or "pedagogical leadership" has concluded that this kind of leadership is central to successful educational change and improved student outcomes (Blasé and Blasé, 1998; Day *et al.*, 2000; Mulford, 2003; Southworth, 2002). These studies suggest that effective leaders produce positive results by framing school goals, promoting the continuous professional development of their teachers, creating a culture of collaboration and team work, being highly visible in classrooms and corridors, and communicating regularly with teachers, parents, and other stakeholders. Such leadership presupposes high levels of professional knowledge, skill and understanding about curricula, pedagogy, learning and human interaction.

33. Unfortunately, however, research on the actual practices of school leaders tells us that effective instructional leadership is far from the norm (Hill, 2001; Fullan, 2002; Mulford, 2003). Despite the increasing pressure on schools for continuous improvement of results, most school leaders have not made the transition from head teacher or building manager to instructional leader. This is in part because programs that prepare school leaders have not kept pace with the changing demands and expectations of the role, and because high quality professional development opportunities for school leaders are in short supply.

34. Among the different questions to be analysed are: What types of skills are required of "instructional leaders"? Under what conditions can school leaders most effectively lead instructional improvement? Can the instructional leadership and building management functions co-exist in a single leader, or should they be "distributed" or shared? What policies can most effectively support leadership focused on the improvement of teaching and learning?

4.2. How can effective school leadership be best developed and supported?

35. The analysis of the changing conception of the role and responsibilities of school leadership needs to be supported by the study of the ways that school leaders are identified and selected; by the design, implementation and evaluation of programmes to develop and support school leaders; and by the criteria and processes by which school leaders are evaluated and rewarded. In short, a study of the

development of effective school leaders can help policy makers formulate and implement school leadership policies.

The attractiveness of school leaders' role

36. There are concerns about shortages of school leaders and/or candidates in a number of countries (OECD, 2001b; Mulford, 2003). The complexity of the job, the relatively low wage scales, the long working hours, and the unclear paths to school leadership make this a challenging career choice. Potential candidates may see the job as too demanding, conflictual, stressful and unrewarding. There appear also to be high attrition rates for those on the job. Grady *et al's* (1994) study of a sample of all Australian government school principals found that regardless of location, type, size or level of school, gender, or age, ninety two percent of Australian principals expected to retire or resign from being principals more than five years before they 'have to'. Williams (2001) found that in Ontario, Canada, close to 75 per cent of principals and over 40 per cent of vice principals expect to retire by the year 2007. Four out of ten deputy/assistant principals in a large English study of those in leadership positions (Earley *et al*, 2002) stated that they had no plans to become a principal, and four in ten principals were considering early retirement.

37. The questions raised by these studies revolve around the need to find ways to make school leadership an attractive career for potential candidates and for those on the job. If systems are to achieve having a quality school leadership, they will certainly have to design an incentive structure to attract high quality candidates as well as to retain those on the job. Such incentives might include improving the conditions of employment, providing more administrative assistance, strengthening salary and reward systems, and coupling the increased accountability for results with increased authority over personnel and budgets.

38. Extrapolating from the recommendations of the Activity on *Teacher Policy* (OECD, 2005), school leadership will also improve its competitiveness as a career choice if there are clear, multiple and flexible pathways to it. In fact, there do not seem to be common patterns to school leadership career pathways in OECD countries.

39. Within a broad general framework, the Activity will explore the characteristics of the school leadership workforce, including its demographic profile and flows in and out of the profession. The Activity will also provide a profile of school leadership careers, including salary patterns, career structures, working conditions and status of the profession. Relevant questions will include: Should school leadership be a career path? Which profiles would be more appropriate, pedagogical or from other sectors? Can common patterns be found in the selection and appointment processes of school leaders? How to encourage talented teachers and people with leadership potential from other fields to consider careers in school leadership? What types of employment conditions can be most supportive of school leaders' careers? What support structures can be put in place to help school leaders do their jobs more effectively?

Training and professional development

40. The range of knowledge and skills that school leaders need today in order to be effective is daunting. Effective leaders need, at a minimum, to know something about curricula, pedagogy and student and adult learning. They need skills in change management, group dynamics, interpersonal relations and communications. Depending on their governance context, they may well need skills in planning, budgeting, human resource management, marketing and fund raising (Southworth, 2002).

41. The picture concerning the availability and quality of training and professional development of school leaders across the OECD countries is mixed. The good news is that there is evidence that many

countries now provide school principals and senior staff with significantly more training, assistance and guidance than they received in the past. For instance, England has taken a number of initiatives such as the development of school leadership programmes (e.g. the Headship Induction Programme), the creation of the National Professional Qualification for Headship, and the establishment of the National College for School Leadership. In 2004 Australia established the National Institute for Quality Teaching and School Leadership which aims to support and advance the teaching profession and innovation in schools; the governing board is predominantly drawn from principal and teacher associations. Some countries offer specific university qualifications in school leadership, while others focus on on-the-job training opportunities (OECD, 2005).

42. Sweden has a long-standing four-step approach to principal training: recruitment of those who want to become principals; induction for those newly appointed; a national professional development programme after two years in the job; and on-going career development, including university courses and extensive support from professional associations of school leaders (Johansson, 2002). In the United States, “New Leaders for New Schools” is a public-private partnership dedicated to recruiting and training inner-city principals. Prospective principals receive seven weeks of tuition-free training in educational leadership, a one-year paid “residency” under the tutelage of a master principal and, once in charge of their own schools, two years of intensive professional development (Goldstein, 2001). More recently a National Institute for School Principals has been launched by the National Centre on Education and the Economy to support the professional development of principals.

43. Despite these promising recent developments, however, preparation and professional development opportunities for school leaders leave much to be desired. For example, a research study surveying new principals in Europe (Bolam *et al.*, 2000) found that 65 per cent had received no formal or structured preparation for the job. In Canada, Hickcox (2002) reports that training efforts are sporadic and uncoordinated for both new principals and incumbent principals, and that certification is voluntary and often not achieved.

44. Furthermore, the structure, content and effectiveness of the existing development programmes are highly variable. Some of the differences perceived clearly depend heavily on how the role of school leadership is conceived. Thus, whether school leader development focuses on managerial responsibilities, including business skills and resource management, and/or on instructional leadership skills will depend on the level of autonomy and decentralisation granted to schools and the roles leaders are asked to play.

45. The *delivery methods* and *timing* of preparation and professional development may also vary. In some countries or regions, the focus is primarily on on-the-job development, while other countries emphasize strong initial training for leadership. A third strategy is to provide specialised training at educational institutions at different stages of a leader’s career. Normally, targeted participants are those just about to take on leadership positions, but can also include those who are already on the job or people who play a significant role in school change processes, as shown by a study of approaches in 9 OECD countries. In the UK for example, initial training for head teachers has become mandatory (OECD, 2001b).

46. In terms of evaluation, standards of professional performance are increasingly being used to measure the success of school leader development programmes. Leithwood *et al.* (2002) compared five sets of standards for educational leadership development from the United States, Australia, the United Kingdom and New Zealand. They found that all five sets had a common emphasis on: financial management including hiring appropriate staff; being a role model; establishing professional development as an on-going school-wide activity; monitoring and evaluating teacher and pupil progress; using test results to guide curriculum and instruction; parent and community involvement and effective communication with all stakeholders, and valuing diversity. Areas that were less commonly covered in the lists, or were missing altogether, were teacher leadership, balancing the full range of duties expected of the

school leader, teacher morale, installing innovations, marketing the school, working effectively with school councils, outreach or entrepreneurial functions, and working effectively within wider political and social contexts.

47. The questions in this component of the Activity will focus on identifying effective policies and practices to develop and support high quality school leaders. What combination of pre-service training, on the job mentoring, and further training and support seems likeliest to equip leaders with the requisite knowledge and skills to be successful? What kinds of partnerships between higher education institutions, non-governmental organisations and schools will be required to produce and support the next generation of effective school leaders?

5. Methodology

48. The Activity will adopt complementary methodologies, designed to analyse national policies for school leadership, to understand how policies are implemented at the regional or school level and to examine emerging policy challenges and possible policy responses with a forward looking perspective. Two complementary strands are being proposed: an analytical strand and a case study strand on innovative approaches to school leadership.

The analytical strand

49. On one hand, a more general approach will target the analysis of general policies and practices in relation to school leadership in OECD countries. All countries that express an interest in the Activity will be involved in the analytical strand. This will include:

- Individual country background reports, to gather information on the policies and structures that impact on the role and development of effective school leadership. The reports will be prepared within a common framework to facilitate comparative analysis and to maximise the opportunities for countries to learn from each other's experiences. They could be complemented, if necessary, with a country visit by an OECD Secretariat member to support the analysis presented in them.
- A series of international workshops to explore key issues. Examples of topics to explore are: Leadership and school autonomy; The role of leadership centres; Leadership and networks; Leadership and school reform.
- Detailed analysis of the 2003 PISA database and INES upper secondary school survey on the role and impact of school leadership.
- The creation of a network of experts and relevant stakeholders to engage in discussion about the issues involved in the Activity.

The case study strand on innovative approaches to school leadership

50. To complement the information gathered from the analytical strand, it is proposed that a small number of case studies will be undertaken to highlight innovative approaches to school leadership. These will focus on new models of school organization and management that distribute leadership roles and responsibilities in innovative ways as well as on promising programmes and practices to prepare and develop school leaders.

51. The Secretariat will identify potential candidate sites for case study by consulting with countries and using a variety of sources: information published by countries in their background reports; input from

experts and stakeholders in the field; and knowledge developed in the international workshops organised on relevant issues.

52. It is difficult to foresee in advance how many case studies there would be. It is however, a premise of this Activity that the selection of case studies will be sensitive to national differences in school governance structures. The case studies will document promising approaches to school organization and leadership development under different governance and financing systems and in different political cultures and will aim to involve the full range of relevant stakeholders. Sharing the findings of these case studies at an international level can become a catalyst for educational reform agendas across all the OECD countries.

6. Outputs and Dissemination of Findings

53. The Activity will produce a range of outputs:

- background reports produced by participating countries according to a common framework;
- a series of international workshops to explore key issues such as: leadership and school autonomy; the role of leadership centres; leadership and networks; leadership and school reform;
- expert papers;
- selected case studies of innovative practices in school leadership;
- a final international conference to present key issues;
- a final comparative report with main policy conclusions focusing on good international practice.

54. To maximise impact, dissemination of findings will be an integral part of the Activity. This will involve:

- an Activity newsletter for participating countries and other relevant stakeholders;
- an Activity website;
- active OECD secretariat participation in relevant meetings and conferences, organisation of meetings and collaboration with key stakeholders.

7. Activity Calendar

- *July 2005*: Experts meeting to identify issues and define project methodology.
- *November 2005*: Detailed proposal for the Education Committee
- *November-December 2005*: Clarification of country participation
- *9 December 2005*: National Representatives' Meeting
- *1st – 3rd quarter 2006*: Country background reports

- *1st quarter 2006 – 4th quarter 2006: Innovative approaches to school leadership – organisation of case studies and country visits. (Please note that this duration will depend on the final number of case studies to be carried out).*
- *2nd quarter 2006 – 4th quarter 2006: Activity workshops and International seminars on selected topics*
- *2nd quarter 2007: Final international conference*
- *4th quarter 2007: Delivery of Comparative Report*

8. Resource Implications of the Activity

55. The Secretariat is hoping to be able to organise the project to maximise participation of all members of the Education Committee by seeking financial and in-kind support from a range of stakeholders. Budgeting will be organised differently for the two strands.

56. Support for the analytical strand would come primarily from the OECD Part 1 budget. This will include the time allocated by staff to overall analytical work, administration, and preparation of the analytical report outline and of the comparative report. We anticipate that country participation will require an additional financial contribution of about EUR 10 000, to support selected country visits and other follow up activities. Participating countries will prepare country background reports on the basis of the common framework agreed during the meeting of national representatives on 9 December 2005, and will participate in the Activity workshops and international workshops on the selected topics. The Secretariat will seek volunteers to organise and host these workshops (including the final policy conference in 2007) and help fund expert papers.

57. Support for the case study strand on innovative approaches to school leadership will be raised from a variety of sources, including voluntary contributions from participating countries, regional governments and private foundations. The cost of this strand will depend on the number of selected country case studies and will include case study visits, additional project staff or consultant support and dissemination of findings. The estimate for six case studies, related extra staff costs for 9 months and other activities is calculated at approximately EUR 350 000. Delegates are invited to communicate to the Secretariat any suggestions or contacts they may have for helping raise these funds.

BIBLIOGRAPHY

- Blasé, J. and Blasé, J. (1998), *Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning*, Corwin Press, Thousand Oaks, CA.
- Bolam, R. (1997), "Management Development for Headteachers", *Educational Management and Administration*, Vol. 25, No. 3, pp. 265-283.
- Bolam, R., Dunning, G. and Karstanje, P. (Eds) (2000), *New Heads in the New Europe*, Waxmann, Munster.
- Copland, M. (2001), "The Myth of the Superprincipal", *Phi Delta Kappan*, Vol. 82, No. 7, pp. 528–533.
- Coulson, AA. (1986), "The Managerial work of primary school headteachers", *Sheffield papers in Education Management*, n. 48, Sheffield City Polytechnic, Sheffield.
- Day, D., *et al.* (2000), *Leading schools in times of change*, Open University Press, Buckingham.
- Davis, S., *et al.* (2005), "School Leadership Study: Developing Successful Principals", paper commissioned by The Wallace Foundation.
- Earley, P., *et al.* (2002), *Establishing the current state of school leadership in England*, Research Report No. 336, Department for Education and Skills, London.
- Fullan, M. (2002), "The Change Leader", *Educational Leadership*, Vol. 59, No. 8, pp. 16-20.
- Glatter, R. (2002), "Governance, autonomy and accountability", in T. Bush & L. Bell. (Eds). *The principles and practice of educational management*, Paul Chapman Publishing, London.
- Goldstein, A. (2001), "How to fix the coming principal shortage", www.time.com/time/columnist/goldstein/article/0,9565,168379,00.html
- Grady, N., *et al.* (1994), *Australian school principals: Profile 1994*, Australian Principals Professional Development Council, Somerton Park, Commonwealth of Australia.
- Hickcox, E. (2002), "Struggling to reform administrative training in Canada: Special reference to Manitoba", paper presented to the Commonwealth Council for Educational Administration and Management Conference, Umeå, Sweden, September.
- Hill, P. (2001), "What principals need to know about teaching and learning", paper presented to the National College for School Leadership Think Tank, London.
- Hopkins, D. (2005), "Every School a Great School: Meeting the Challenge of Large Scale, Long Term Educational Reform", inaugural lecture for The London Centre for Leadership in Learning, Institute of Education, 30th June 2005, *iNet series*, Specialist Schools Trust, London.

- Hughes, M. (1975), "The professional as administrator: The case of the secondary school head", in R.S. Peters (ed.), *The role of the head*, Routledge and Kegan Paul, London, pp. 50-62.
- Mulford, B. (2003), "School leaders: Changing roles and impact on teacher and school effectiveness", paper commissioned by OECD Education and Training Policy Division.
- OECD (2001a), *What Schools for the Future?*, OECD, Paris.
- OECD (2001b), *New School Management Approaches*, OECD, Paris.
- OECD (2003), *Networks of Innovation: Towards New Models for Managing Schools and Systems*, OECD, Paris.
- OECD (2005), *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD, Paris.
- Pierce, M. (2000), "Portrait of the 'super principal'", Harvard Education Letter (September/October), *Harvard Education Letter*, Cambridge, MA.
- Southworth, G. (2002), "Instructional leadership in schools: Reflections and empirical evidence", *School Leadership and Management*, Vol. 22, No. 1, pp. 73-91.
- Venezky, R. and C. Davis (2002), "Quo Vademus? The Transformation of Schooling in a Networked World", OECD, Paris, www.oecd.org/dataoecd/48/20/2073054.pdf.
- Williams, T. (2001), "The unseen exodus: Meeting the challenges of replacing Ontario's principals and vice-principals", *O.P.C. Register*, Vol. 3, No. 3, pp. 10-14.