Today’s presentation

We have come a long way

The comparative report
*Improving School Leadership: Policy and Practice*

Focusing our discussions

www.oecd.org/edu/schoolleadership
OECD activity: Improving School Leadership

Our objective since the beginning:

To provide policy-makers and others with timely analysis to help formulate school leadership policies leading to improved teaching and learning.

Targeting the key questions of:

- What are the roles and responsibilities of school leadership
- How to best develop effective school leadership
Improving School Leadership: The participants

Australia
Austria
Belgium (French)
Belgium (Flanders)
Chile
Denmark
Finland
France
Hungary
Ireland
Israel
Korea
The Netherlands
New Zealand
Norway
Portugal
Slovenia
Spain
Sweden
United Kingdom (England)
United Kingdom (N. Ireland)
United Kingdom (Scotland)

Network of experts
International organisations
OECD activity: Improving School Leadership

Important accomplishments together:

- Synthesized research on issues related to improving leadership in schools; 22 country reports, 1 comparative report, 1 case study report.
- Identified innovative and successful policy initiatives/practices; (Austria, Australia, Belgium, England, Finland).
- Facilitated exchanges of lessons and policy options among countries; 3 conferences, 3 workshops.
- Identified policy options for governments to consider. Comparative report/toolkit.
School leadership: The OECD Set

Improving School Leadership: The publications

I) Policy and Practice
II) Case Studies and Concepts for Systemic Action
III) A Toolkit for Policy Makers and Practitioners
The objective:
To provide comparative analysis and policy options on school leadership for improving school outcomes.

Main documentation:
• Country background reports
• Research studies from literature
• Case studies
• Questionnaires
• PISA data
Comparative report: Policy and Practice

The structure:

- 5 chapters
- Chapter 1: Sets the context
- Chapter 2-5: Set of policy levers that we consider key to improve the practice of school leadership for learning

Each chapter is based on:

- Country practices; comparative analysis
- Evidence base on what works (literature and case studies)
- Policy options/recommendations
School leadership: What is it?

“Leadership is defined by results, not attributes.” Peter Drucker

“Leadership is the practice of improvement.” Richard Elmore

Successful schools need effective leadership, management and administration. The three elements are intertwined. One cannot succeed without the other (Our report).

We need to professionalise school leadership, and now is the right time to focus…

........Why is this so?
School leadership: why does it matter?

- School leadership can improve teaching and learning by shaping organisational structures, school climate and teacher practices.

- School leadership can improve equal opportunities by collaborating with other schools and local communities.

- School leadership is at the interface between policies and their implementation at the school level.
School leadership: a policy priority

The role of leadership has changed dramatically

School autonomy and decentralisation:
  Running a small business
  Managing human and financial resources

Accountability for outcomes:
  A new culture of evaluation
  Strategic planning, assessment, use of data for improvement

New approaches to teaching and learning:
  Instructional leadership
  Supporting collaborative teaching practice
  Raising the performance of all and dealing with more diverse student populations
School leadership: a policy priority

The leadership workforce is ageing

Percentage of principals aged over 50
More and more tasks have been added to school leaders’ workload.
Most of the leadership tasks are carried out by one individual
Lack of coherent frameworks to define and distribute the new roles

Role expansion & intensification

Most school leaders are former teachers. Experience as a teacher does not guarantee that leaders have the knowledge and skills necessary to run a school
Lack of systematic and career-staged training

Insufficient preparation and training
School leadership: **the challenges**

Approaches to leadership training and development

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School leadership: the challenges

Shortages in leadership personnel

The current workforce is retiring, but few people are interested in moving up to leadership

Application numbers are decreasing: 15 out of 22 participating countries report difficulties in finding a sufficient number of qualified candidates

Unattractive working conditions

Barriers to potentially interested candidates:

Inadequate recruitment procedures, lack of succession planning
Long working hours, poor work-life balance, inadequate salaries
Lack of career prospects
School leadership: the challenges

Principal salaries

School leadership: the challenges

- Role expansion & intensification
- Insufficient preparation and training
- Concerns about leadership sustainability
- Unattractive working conditions
School leadership: the policy

(Re)defining school leadership responsibilities

Distributing school leadership

Developing the knowledge and skills of school leadership

Making school leadership a more attractive profession