



Improving School Leadership



Copenhagen, April 14-15, 2008

Workshop 1:

(Re)defining school leadership responsibilities

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School leadership: **the four policy levers**



(Re)defining school leadership responsibilities



Distributing school leadership



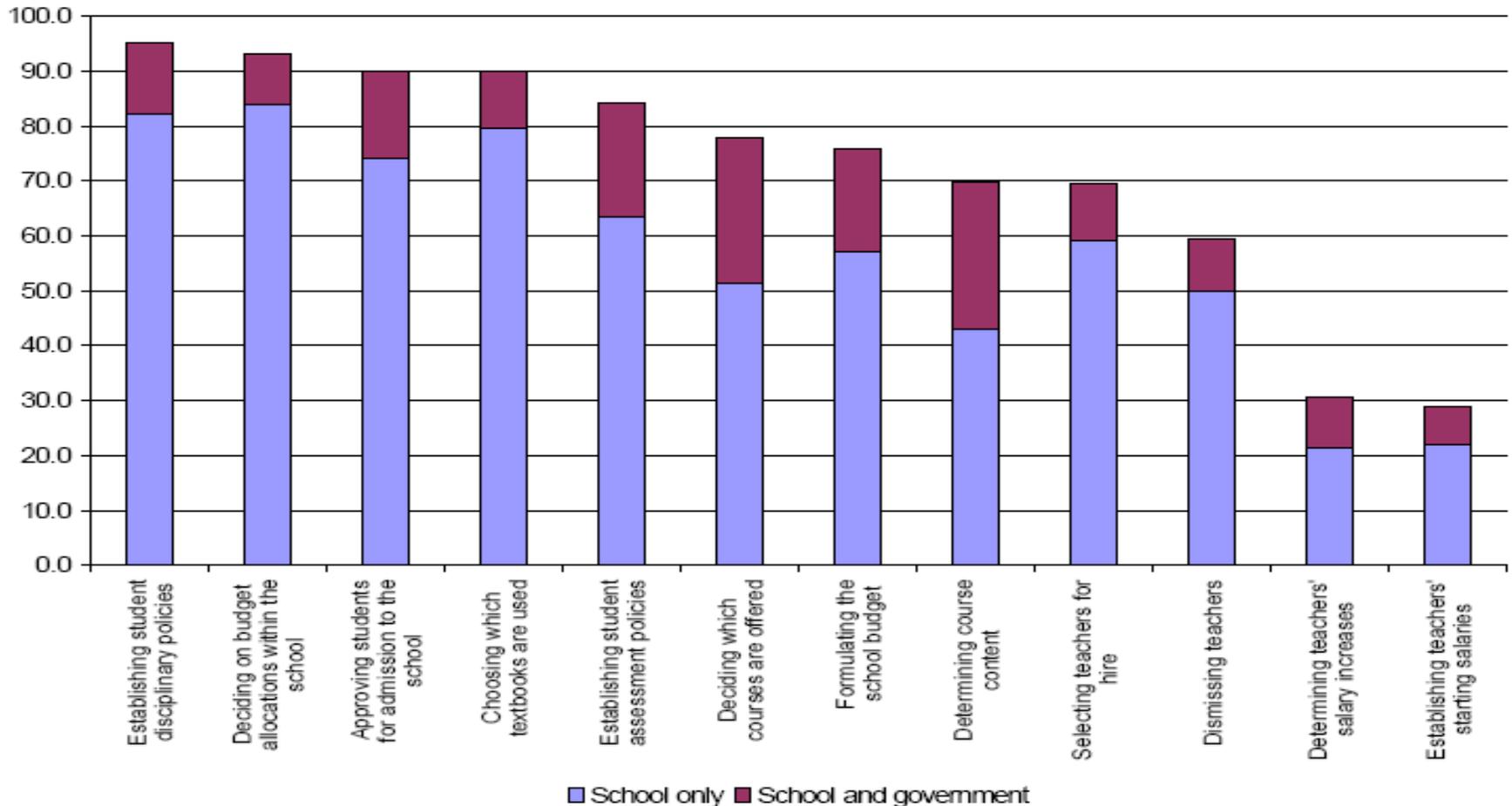
Developing the knowledge and skills of school leadership



Making school leadership a more attractive profession



Role expansion and intensification





More autonomy and accountability

- **Wider set of roles:** From bureaucratic administrator/head teacher to larger and more demanding set of roles: professional financial and human resource managers and leaders of learning.
- **Pressure to demonstrate school results:** as a result of accountability and greater focus on schools.
- **Autonomy/accountability without support:** One sided without the appropriate support.



Lack of clarity on nature of the role

- **Lack of clarity of priorities:** Principals being pulled in many directions between management, leadership and accountability pressures.
- **Insufficiently prepared:** Do not feel well prepared to take on the challenges.
- **Teacher resistance:** Have difficulties stepping into teacher's domains

School leadership: **The policy**



Redefining school leadership roles and responsibilities

- Provide higher degrees of autonomy with appropriate support
- Redefine leadership responsibilities for improved student learning
- Develop school leadership frameworks for improved policy and practice



Provide autonomy with support

PISA evidence: school autonomy in certain areas correlated with positive outcomes. In countries in which principals reported, on average, higher degrees of autonomy in most of the aspects of decision making surveyed, the average performance of students tended to be higher

Support school autonomy: Alone it does not provide better school results. Evidence points to the need to better prepare and support autonomy. (Reciprocate)

School leadership: **the policy**



Redefine leadership responsibilities

Evidence from meta studies has **identified four types of interrelated responsibilities** associated with improved learning outcomes:

- Evaluating and developing teacher quality
- Goal-setting, assessment and accountability
- Strategic financial and human resource management
- Collaboration beyond the school borders

School leadership: **the policy**



Develop leadership frameworks

Leadership frameworks provide a firm foundation and metric for the profession, and they can constitute a key point of reference

frameworks for school leadership provide a reference to evaluate its effectiveness.

Professional Standards for Educational Leaders in Primary Education (Neth); National Standards for Headteachers (UK)

Use frameworks to provide coherence . Guidance on the main characteristics, tasks and responsibilities of effective school leaders. Can also be used as a basis for recruitment, training and appraisal of school leaders.

Thank you!

For more information:

www.oecd.org/edu/schoolleadership