



Improving School Leadership



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Improving School Leadership: Policy and Practice

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Today's presentation

We have come a long way

The comparative report

Improving School Leadership: Policy and Practice

Focusing our discussions

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

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

Comparative report: **Policy and Practice**

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

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

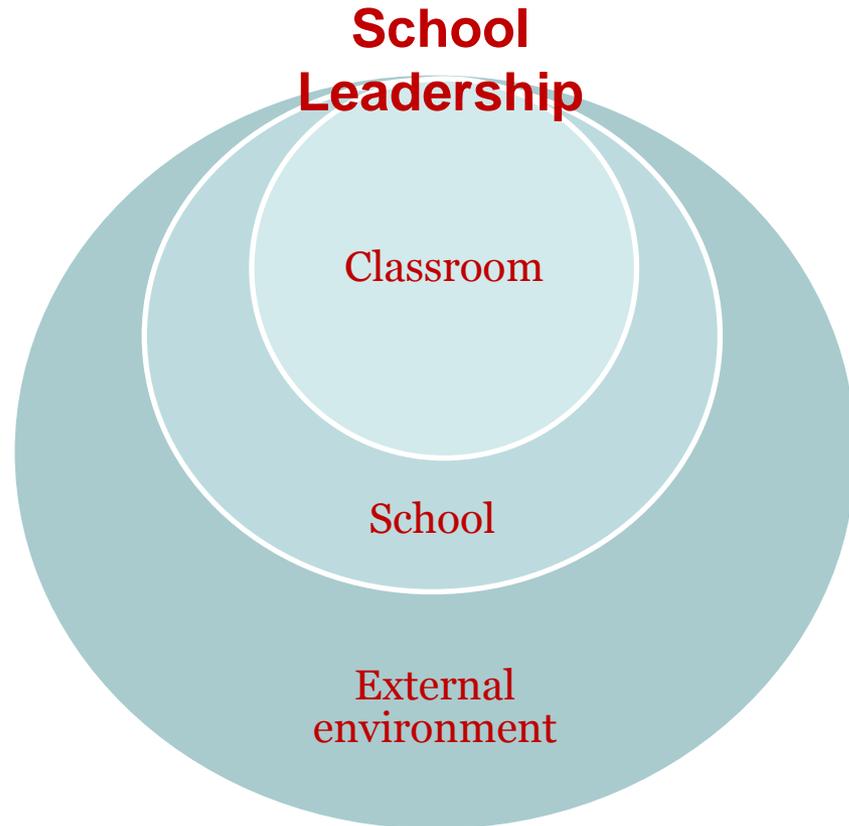
“Leadership is the practice of improvement.” Richard Elmore

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

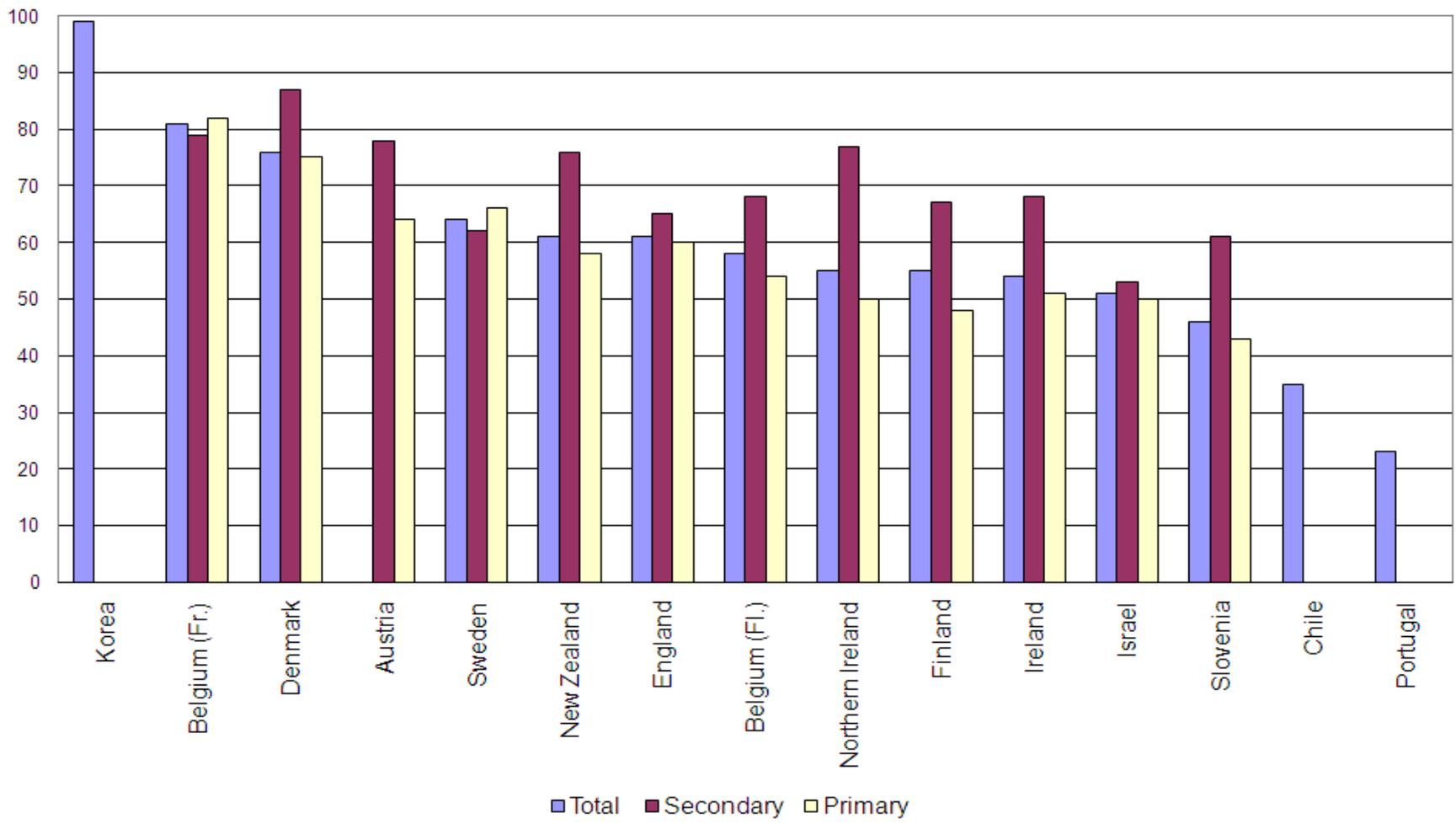
Raising the performance of all and dealing with more diverse student populations



School leadership: a policy priority

The leadership workforce is ageing

Percentage of principals aged over 50



School leadership: **the challenges**



Role expansion & intensification

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



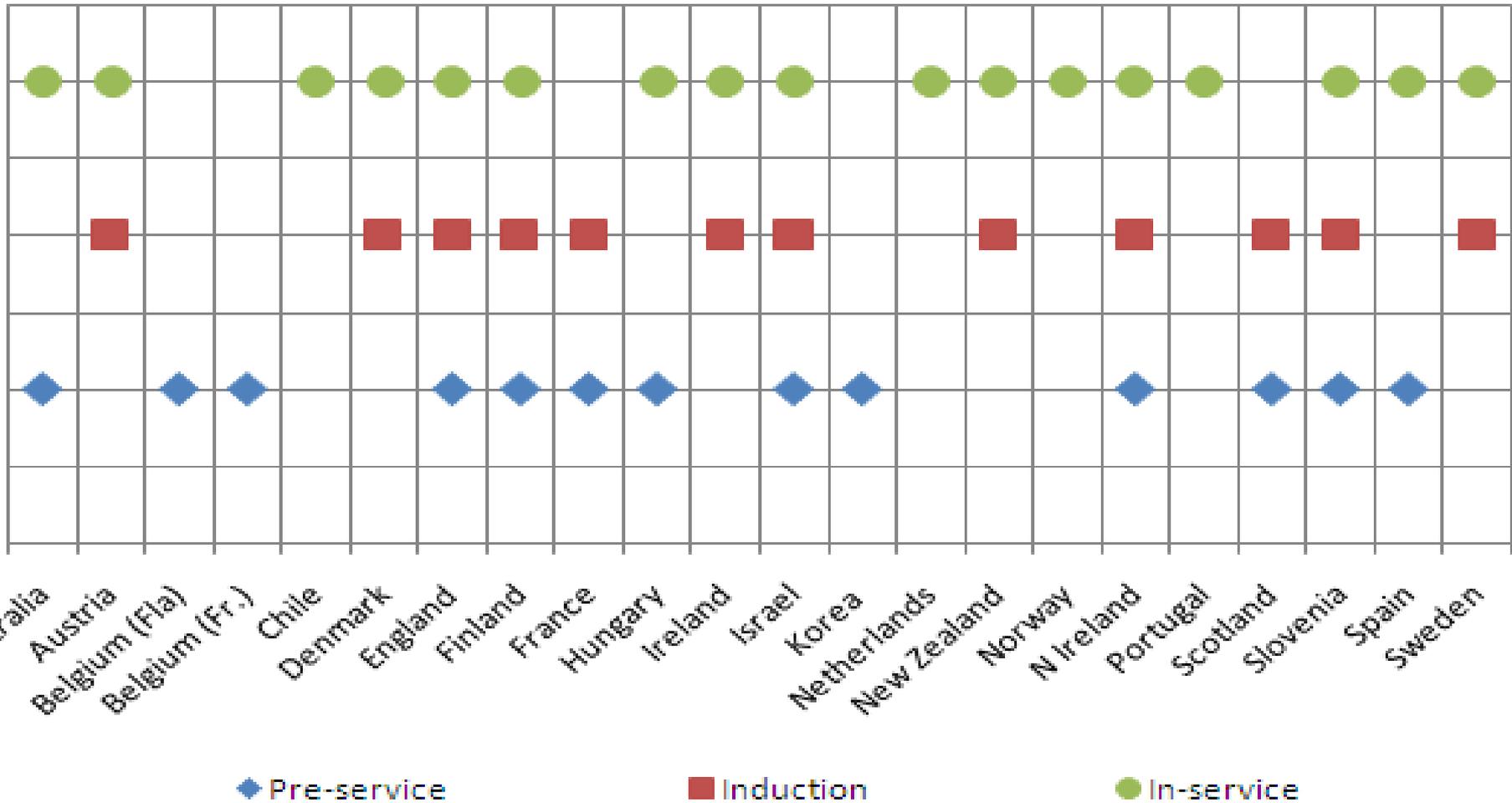
Insufficient preparation and training

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

School leadership: **the challenges**

Approaches to leadership training and development



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

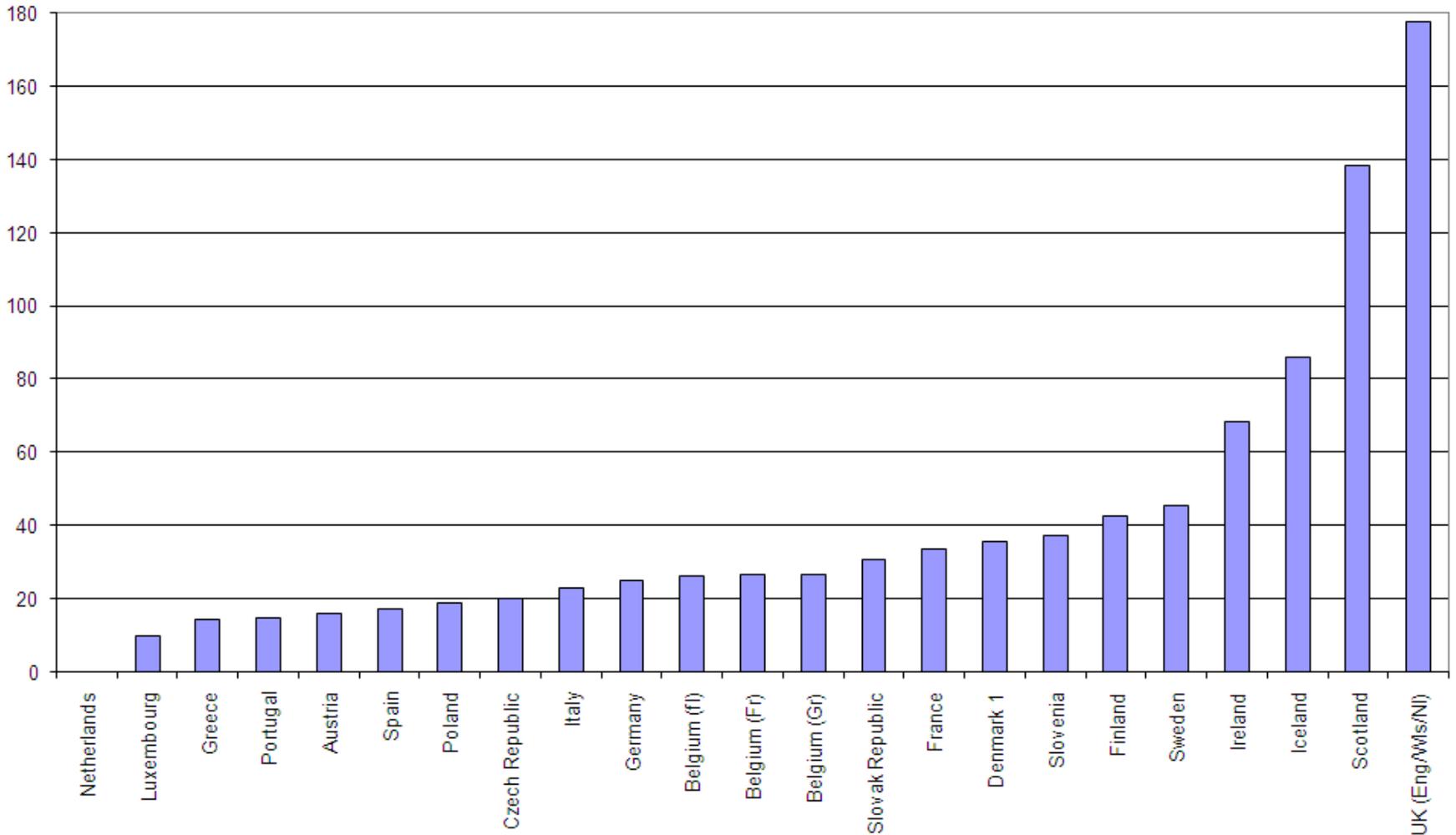
Long working hours, poor work-life balance, inadequate salaries

Lack of career prospects

School leadership: **the challenges**

Principal salaries

Maximum principal salaries in relation to maximum teacher salaries (2003)



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