



Improving School Leadership



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Workshop 2: Distributing school leadership

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School leadership: **the four policy levers**



(Re)defining school leadership responsibilities



Distributing school leadership



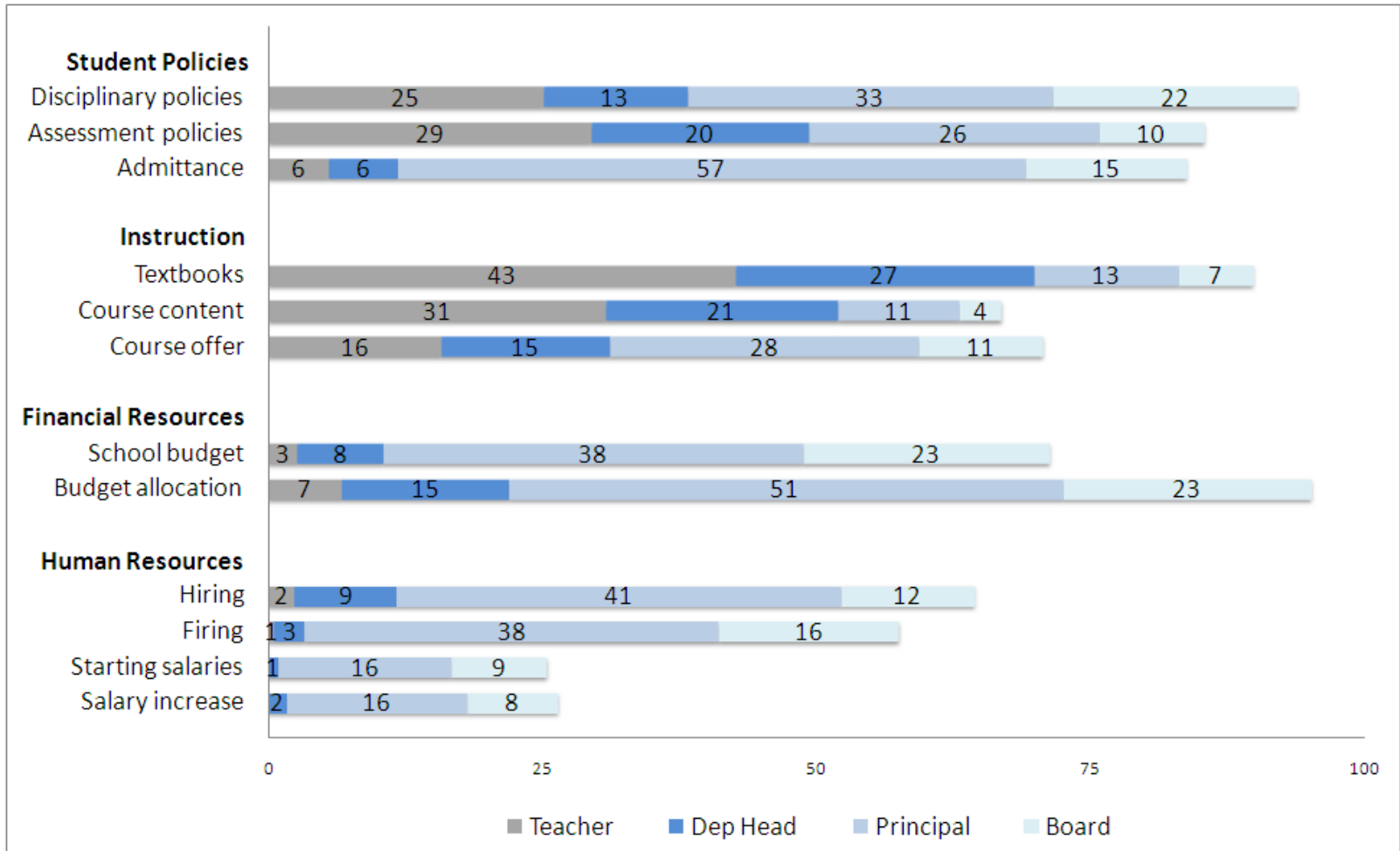
Developing the knowledge and skills of school leadership



Making school leadership a more attractive profession

Who participates in school leadership?

Percentage of 15-year-old students enrolled in schools that have responsibility for decision-making in student policies, curriculum/instruction and resources



School leadership: **the challenges**



Principal role overload

- Even as countries are adopting more collaborative approaches to leadership, it is the principal who carries the largest the share of leadership responsibilities
- Principals' responsibilities have increased dramatically: administrative and financial management, assessment and evaluation, managing the curriculum, instructional leadership, collaborating with external partners, reform implementation...
- In addition, in many countries, principals also teach

The superprincipal?!



Ineffective school boards

- Lack of clarity on roles and responsibilities of boards
- Tensions may exist between boards and principals
- There may be too many responsibilities for a volunteer position, resulting in limited participation and engagement
- Board members may lack the time, skills and support to perform their roles effectively

School leadership: **The policy**



Distributing school leadership responsibilities

- **Encourage leadership distribution**

Authority to lead should not reside only in one person but can be distributed among people occupying different roles within and beyond the school

- **Support leadership distribution**

Extend leadership training , recognition and rewards

- **Support school boards in their tasks**

- Ensure roles /responsibilities are consistent with composition and support

School leadership: **the policy**



Encourage leadership distribution

Leadership distribution needs to fit national structures. Country experience provides examples of different options:

- Establish leadership teams and distribute tasks formally
- Develop informal processes of distribution based on expertise rather than position – ad hoc groups responding to current needs
- Use leadership distribution to strengthen succession planning: allow teachers to participate in leadership and develop leadership skills early on in their career

School leadership: **the policy**



Support leadership distribution

- Extend leadership training to middle management and potential future leaders
- Modify accountability mechanisms to match distributed leadership structures
- Recognise the role of teams in school leadership, through national frameworks and reward/incentive mechanisms

School leadership: **the policy**



Support school boards in their tasks

- Clarify roles of school boards vis-à-vis principals
- Improve recruitment and selection to ensure representativeness, high quality and engaged members with appropriate skills
- Develop support structures to ensure active participation, with opportunities for skills development in the domains of school governance and school evaluation

Distributing school leadership: **the questions**

- To what extent are leadership roles and opportunities already being distributed in schools in your countries? Are there any new roles (bursars /teacher middle management..) proving successful?
- How widespread is the practice of team leadership in schools in your country? How successful is this practice, do teachers/formal school leaders accept it? What can be done to encourage its use more widely?
- Examples of policies to provide support to strengthen school boards? What kind of definitions would help to clarify relationship between schools and boards? How to best recruit and support representative candidates for school boards?

Thank you!

For more information:

www.oecd.org/edu/schoolleadership