

Developing Skills for Effective School Leadership

Pointers for policy development

DEVELOP LEADERSHIP SKILLS TO STRENGTHEN PRACTICE

- Develop and strengthen skills for leadership that contribute to improving school outcomes, especially to:
 - support, evaluate and develop teacher quality
 - support goal setting, assessment and accountability
 - enhance strategic financial and human resource management
 - lead beyond the school borders
- Ensure targeted provision of training programmes in areas of special need or for special contexts

TREAT LEADERSHIP DEVELOPMENT AS A CONTINUUM

- Encourage leadership initial training by:
 - fostering collaboration between national and local governments to define national programmes and develop incentives to ensure participation of school leaders
 - including school leadership topics in teacher training and setting up preparatory qualifications or “taster courses” to select, screen and prepare future school leaders
- Organise induction programmes that combine theoretical and practical knowledge as well as self-study and are coherent with the broader development framework
- Ensure in-service training to cover need and context by:
 - designing in-service programmes that reflect prior learning opportunities for school leadership
 - providing periodic in-service training and setting up networks (virtual or real) for principals and leadership teams to update their skills or inform them of new developments

ENSURE COHERENT PROVISION ACROSS DIFFERENT INSTITUTIONS

- Training can be provided by Ministries of Education or local governments or outsourced to specialised institutions, to teacher training institutions or to a specialised body established to focus on school leadership training or provided by universities
- Consider developing national institutions of school leadership to raise awareness, improve knowledge and provision of leadership development opportunities in countries without such institutions
- In countries without any national orientation but having a range of institutions catering to local or regional needs, set clear standards to ensure that suppliers focus on good leadership development
- Looks for ways to collaborate with the private sector on leadership development

ENSURE APPROPRIATE VARIETY FOR EFFECTIVE TRAINING

- Consider curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching and peer learning and structure for collaborative activity between the programme and the schools when establishing the content, design and methods of programmes

FURTHER READING

These general pointers for policy development are drawn from the Thematic Review of School Leadership, which examined policies and practices for school leadership in 22 countries. The findings of this review are presented in *Improving School Leadership Vol. 1 Policy and Practice*, published in June 2008. Background reports prepared by 21 countries, Case Studies on System Leadership, the Improving School Leadership toolkit and other documents of the review are also available on the OECD website www.oecd.org/edu/schoolleadership.