The role of school leadership in developing effective teachers

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Conference on Education Innovations for 21st Century Skills
Hosted by the Ministry of Education and Science of the Kyrgyz Republic and The World Bank
Bishkek, June 22-23, 2015
Evolving role of school leadership: The role of school leaders has changed dramatically

| School autonomy | • “Running a small business”  
|                 | • Managing human and financial resources  
|                 | • Adapting the teaching programme |
| Accountability for outcomes | • A new culture of evaluation  
|                               | • Strategic planning, assessment, monitoring  
|                               | • Use of data for improvement |
| Learning-centred leadership | • New approaches to teaching and learning  
|                               | • Supporting collaborative teaching practice  
|                               | • Raising achievement and dealing with diversity |

- School leadership essential for ensuring that education policies reach the classroom
- School leadership is a key element in ensuring local capacity for improvement
- The impact of school leadership on student learning is mostly indirect through teacher effectiveness and school processes
Effective teacher recruitment: Matching the needs of the school

- Ensuring the attractiveness of the school
  - Building school’s reputation
  - Developing incentives to attract new teachers (especially in disadvantaged schools)

- Organising transparent recruitment processes
  - Establishing a clear job profile
  - Developing selection criteria
  - Organising a recruitment committee with other school actors
  - Involving actors external to the school

- Matching candidates’ skills to the school’s needs
  - Ensuring candidates identify with the educational project of the school
  - Selecting the teachers with the right skills and experience

- Establishing effective induction processes
  - Granting adequate conditions for beginning teachers (e.g. including mentorship)
  - Establishing a probationary period for beginning teachers
Effective practices and roles: Organising learning at the school

• Appropriately managing teacher resources
  – Matching teacher resources to student needs (e.g. class sizes)
  – Adequately managing teachers’ time

• Diversifying roles to meet the school’s needs
  – Introducing shared leadership and building collegiality (teacher leadership)
  – Creating specific roles to meet school needs and effectively use teachers’ skills and experience (e.g. co-ordinator of professional development)

• Fostering a stimulating and supportive school environment
  – Providing professional autonomy to teachers (sense of ownership, building on teacher professionalism)
  – Promoting participatory school self-evaluation and school development strategies
  – Providing opportunities for teacher collaboration
  – Buffering teachers against external pressures
  – Mobilising resources needed at the school
Effective teacher development: Building professional learning communities

• **Building on formative teacher appraisal**
  – Establishing internal teacher appraisal processes for professional development, often led by school leaders
  – Promoting informal continuing feedback among peers
  – Emphasising the importance of classroom observation

• **Promoting teacher professional development**
  – Creating the conditions for teachers to engage in professional development

• **Aligning teacher professional development to school development and building professional learning communities**
  – Ensuring individual teacher professional development plans respond to priorities established by the school development strategy
  – Creating a collaborative work ethos among staff members and building learning communities.
Leadership Activities: **Lower secondary principals’ self-reporting of frequency of leadership activities during the 12 months prior to the survey, TALIS average (TALIS 2013)**

- **Take action to ensure that teachers feel responsible for their students’ learning outcomes**
  - Very often: 20%
  - Often: 30%
  - Sometimes: 40%
  - Never or rarely: 10%

- **Take action to ensure that teachers take responsibility for improving their teaching skills**
  - Very often: 15%
  - Often: 35%
  - Sometimes: 40%
  - Never or rarely: 10%

- **Collaborate with teachers to solve classroom discipline problems**
  - Very often: 10%
  - Often: 30%
  - Sometimes: 50%
  - Never or rarely: 10%

- **Provide parents or guardians with information on the school and student performance**
  - Very often: 15%
  - Often: 25%
  - Sometimes: 50%
  - Never or rarely: 10%

- **Take action to support cooperation among teachers to develop new teaching practices**
  - Very often: 20%
  - Often: 30%
  - Sometimes: 40%
  - Never or rarely: 10%

- **Collaborate with principals from other schools**
  - Very often: 10%
  - Often: 30%
  - Sometimes: 50%
  - Never or rarely: 10%

- **Check for mistakes and errors in school administrative procedures and reports**
  - Very often: 10%
  - Often: 30%
  - Sometimes: 50%
  - Never or rarely: 10%

- **Observe instruction in the classroom**
  - Very often: 15%
  - Often: 35%
  - Sometimes: 40%
  - Never or rarely: 10%

- **Resolve problems with the lesson timetable in the school**
  - Very often: 20%
  - Often: 30%
  - Sometimes: 40%
  - Never or rarely: 10%
Effective accountability: Ensuring and rewarding quality education

- **Holding teachers accountable for the quality of learning**
  - Periodically certifying teachers as fit for the profession (with an external component)
  - Identifying teacher underperformance and taking the necessary actions

- **Rewarding effective teaching practice**
  - Establishing a multi-stage career structure (promotion opportunities)
  - Relating career progression to teacher certification
  - Providing non-monetary rewards (e.g. time allowances, professional development)
  - Rewarding collective teacher performance

- **Ensuring teachers feel valued**
  - Giving recognition within the school even if informally
  - Documenting best practices
Instructional Leadership: Kazakhstan and OECD average (PISA 2012), self-reports

- Use student performance results to develop the school's educational goals
- Make sure professional development activities meet school's teaching goals
- Discuss the school's academic goals with teachers at faculty meetings
- Promote teaching practices based on recent educational research
- Praise teachers whose students are actively participating in learning
- Draw teachers' attention to the importance of developing students' critical and social capacities
- When a teacher has problems in the classroom, take the initiative to discuss matters
- Pay attention to disruptive behaviour in classrooms
- When a teacher discusses a classroom problem, solve the problem together
- Provide staff with opportunities to make decisions concerning the school
- Engage teachers to help build a culture of continuous improvement in the school
- Ask teachers to participate in reviewing management practices
Thank you for your attention

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