The role of school leadership in developing effective teachers

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BETTER POLICIES FOR BETTER LIVES

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)

Legend: ■ Very often ■ Often □ Sometimes ■ Never or rarely
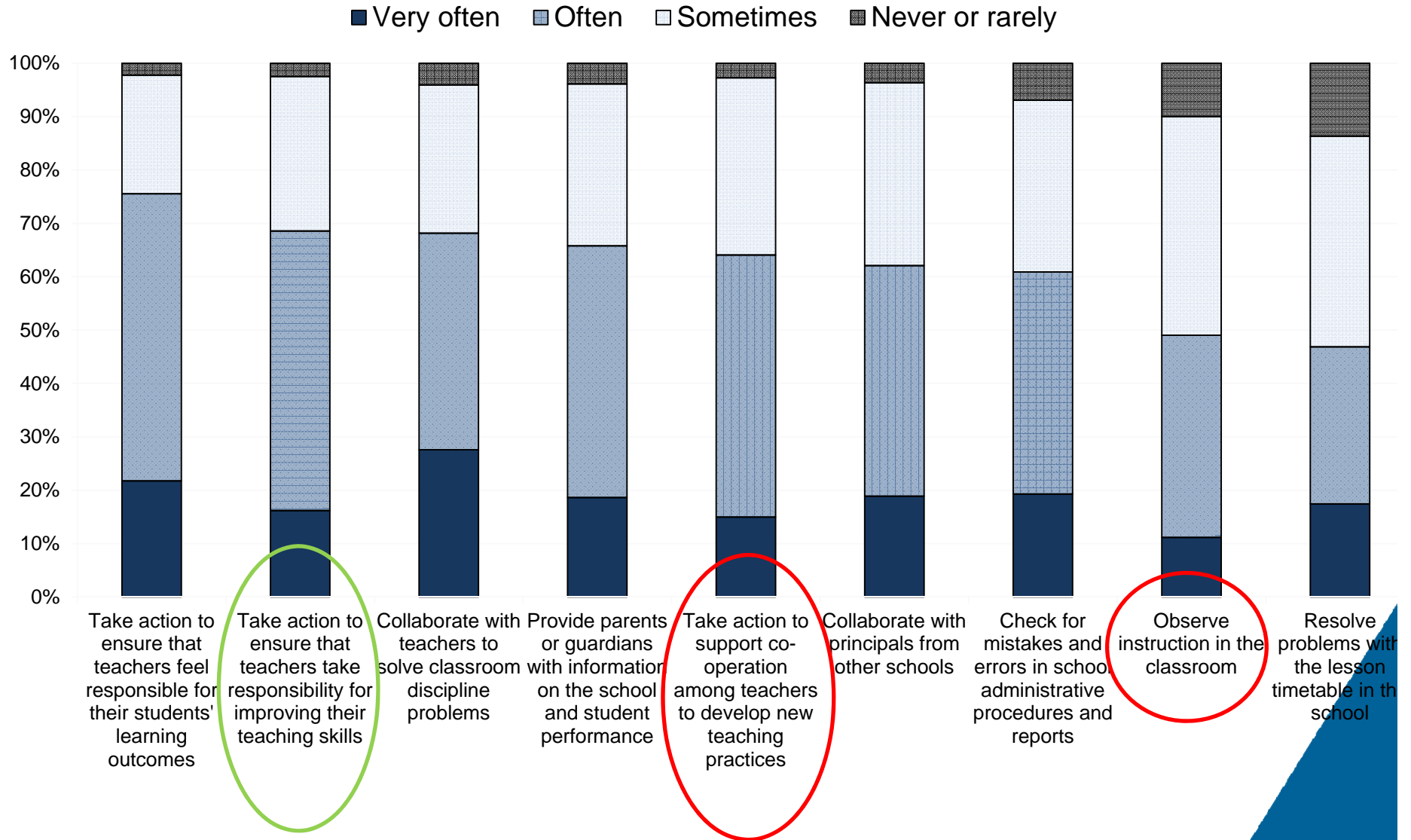
# **Effective accountability:** Ensuring and rewarding quality education

- **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

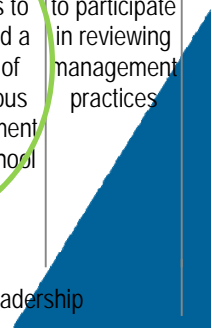**Instructional Leadership: Kazakhstan and OECD average (PISA 2012), self-reports**

Legend:
- More than once a week (KAZ)
- Once a month to once a week (KAZ)
- More than once a week (OECD)
- Once a month to once a week (OECD)
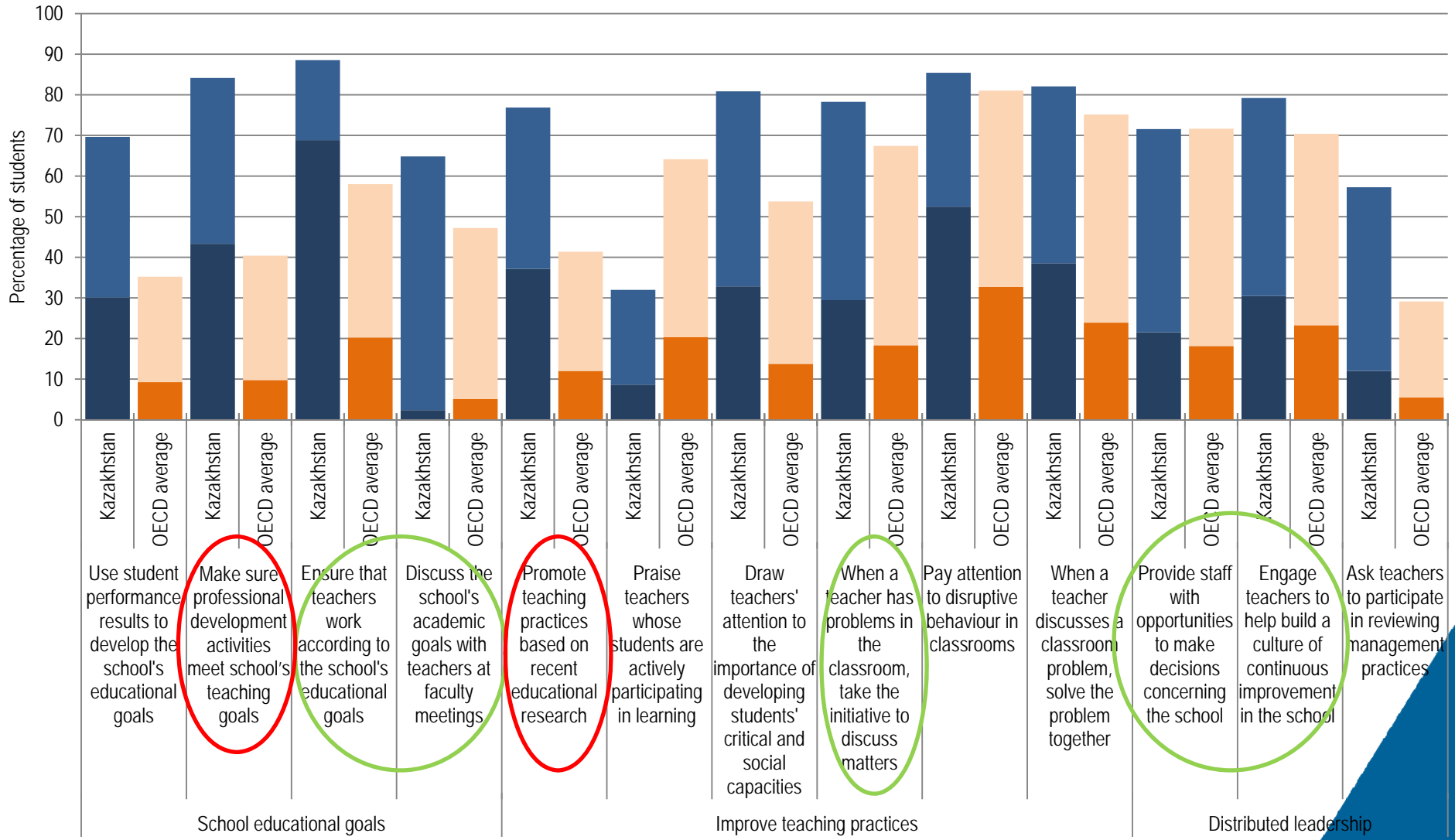
Thank you for your attention

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