

“Education Innovations for 21st Century Skills”
Bishkek, Kyrgyzstan
June 22-23, 2015

Live Blog

Session **Strong Leadership**

Instructions: Keep a written record of the following items during your assigned session. The English-speaking rapporteur will serve as the primary recorder, while the Russian-speaking rapporteur will simultaneously translate. This sheet will then be posted on a screen during the moderated discussion and then will be posted on the conference web site immediately. Please note that this live blog may be used by the local media, as well as the country office communications team as a reference. **Bring your own laptop to the session.**

Main takeaway points

1. **Principals are seen as main drivers of change and school improvement.** The role of school leaders has changed dramatically and become much more complex over the last decade to adapt to increasing school autonomy, increasing demands for accountability for student learning outcomes and student-centered teaching and learning.
2. **Strong School leadership is essential element to connect policies at the national/regional level with the school - to ensure that intended changes do take place in the classroom.** Research shows that school leadership has indirect but positive impact on learning outcomes.
3. The role of school principal as Instructional Leader is highly emphasized: (i) a leader who can foster supportive and stimulating school environment through granting professional autonomy to teachers to develop sense of ownership; (ii) a leader who can create a culture of self-enquiry and self-reflection to promote teacher development through peer learning, formative appraisal system, peer informal feedback, classroom observations; (iii) a leader who can ensure that individual teacher professional development strategies are aligned to school development priorities and goals.
4. Four key pillars are important to shape strong school leadership: (i) setting clear expectations for the new system; (ii) distributing school leadership/tasks and empowering other actors for school improvement; (iii) developing capacity; and (iv) helping to recruit and retain the best teachers in the school.
5. Right balance of autonomy, assessment and accountability is essential for effective school environment.
6. Emerging evidence from Mexico shows that principals' managerial skills affect learning outcomes.

Questions for further discussion

1. How do we ensure that school decentralization leads to better learning outcomes?

2. Identify/Discuss Best Practices around the world with respect to school principal recruitment, evaluation and professional and career advancement;
3. Effective tools for measuring effectiveness of school principals;
- 4.

Other thoughts

- Australia/Chile standards for school principal standards introduced;
- WB supported in Mexico “Programa Escuelas de Calidad” (PEC), which has been providing grants to schools as a way of providing more financial autonomy to schools. The results of the program showed improvements in social participation, accountability, reduction in drop out rates, but no tangible progress in better learning outcomes. Further research of the program showed that not all school principals in the grant-recipient schools had adequate managerial skills to turn grants into better learning outcomes. The program also introduced the training and capacity building component for school principals. Mexico launched the impact evaluation of this applying the World Management Survey (WMS), which looks at operational skills, monitoring and evaluation, target setting, people management skills. The impact evaluation looks at 3 groups: control group, school grant recipients, recipients of grants and principals. The results of the impact evaluation will become available in about a year.
- Discuss further Kazakhstan school principal induction program combining theoretical knowledge with practice;