

School Leadership Responsibilities Pointers for policy development

PROVIDE MORE AUTONOMY TO SCHOOL LEADERS, WITH APPROPRIATE SUPPORT

- Move towards greater autonomy for school leaders in countries where school leadership is less developed
- Ensure that school leaders have the capacity, motivation and support to make use of their autonomy to improve teaching and learning
- Accompany school autonomy with new models of more distributed leadership, new types of accountability and training and development for school leaders

REDEFINE SCHOOL LEADERSHIP RESPONSIBILITIES FOR IMPROVED STUDENT LEARNING

- Encourage school leaders to support, evaluate and develop teacher quality by:
 - strengthening school leaders' responsibility for adapting the curriculum to local needs
 - providing training for school leaders in teacher monitoring and evaluation
 - enhancing the role of school leaders in teacher professional development so that it is relevant to the local school context
 - encouraging school leaders to promote teamwork among teachers
- Support goal-setting, assessment and accountability by:
 - providing school leaders with discretion to set the school's strategic direction and develop school plans in line with national curriculum standards but also responsive to local needs
 - promoting "data-wise" leadership through support and training opportunities for school leaders
 - encouraging school leaders to distribute assessment and accountability tasks to people within schools capable of using data to design appropriate improvement strategies
- Enhance strategic financial and human resource management by:
 - strengthening financial management skills of school leadership teams through training, appointing a school bursar with budgeting qualifications or financial management support to schools
 - involving school leaders in teacher recruitment decisions
- Adopt a systemic approach to leadership policy and practice by:
 - encouraging school leaders to cooperate actively with surrounding schools and local community
 - distributing leadership responsibilities within schools so that school leaders can engage in activities beyond the school

DEVELOP SCHOOL LEADERSHIP FRAMEWORKS FOR IMPROVED POLICY AND PRACTICE

- Build on commitment, not compliance, with representatives from the school leadership profession involved in the formulation and development of the frameworks
- Provide definitions of school leaders' major domains of responsibility based on effective leadership practice and concrete needs of national education systems
- Use frameworks to provide coherence to different domains of school leadership policy, e.g. recruitment, training and appraisal of school leaders

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.