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### **World Education Leadership Symposium Online Conference (WELSONline)**

#### **Initiator und Leiter / Initiator and Organizer:**

Prof. Dr. Stephan Gerhard Huber

#### **Veranstalter WELSONline 2020 (seit 2009) / Host WELSONline 2020 (since 2009):**

Institut für Bildungsmanagement und Bildungsökonomie (IBB) / Institute for the Management and Economics of Education (IBB)

Pädagogische Hochschule Zug (PH Zug) / University of Teacher Education Zug (PH Zug)

#### **Kooperationspartner / Cooperation Partners:**

Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner / Association of school leaders and teachers, ministries and authorities as well as further universities and partners

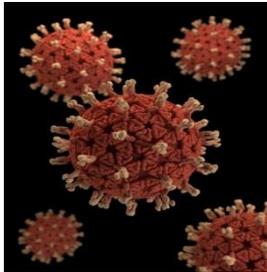
# School leadership and education reform

## WELS Roundtable Policy and Governance

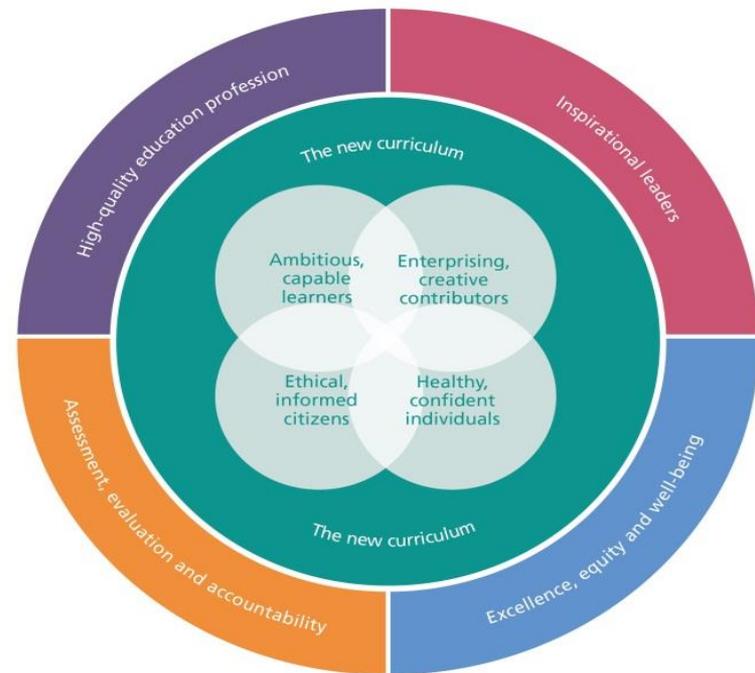
**Beatriz Pont**  
**OECD Directorate for Education and Skills**

# Surrounded by changes that lead to education change

## External changes



## Education: knowledge, competences and learning environments



## But, does change reach schools and students?

- Without investment in implementation, high probability that reforms fail
- Leadership at the heart of change in schools



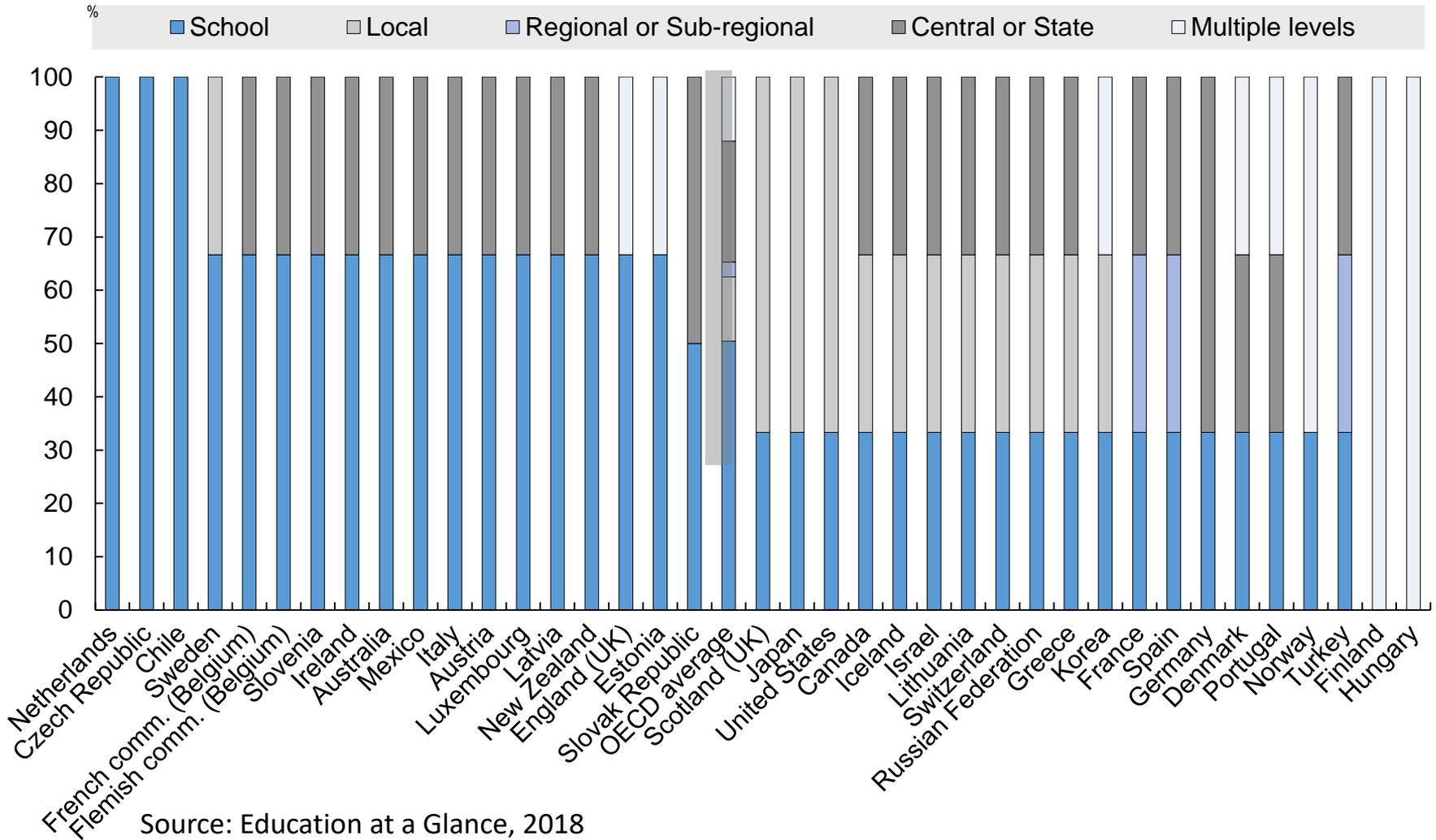
Leading  
change in  
schools



- Is leadership actually being supported to be at the heart of change?

# Responsibilities: high expectations at the school level, EAG 2018

Organisation of instruction



Source: Education at a Glance, 2018

# Reasons behind school leadership reform in the literature

## Education policy

- Critical analysis interpretation: school leaders as actors of neoliberal agenda, New Public Management (NPM); shift to autonomy with accountability: acting to represent prevailing ideology

## *School improvement*

- Highlight leadership as key for improvement. Leadership agenda is agenda of change
- But policy reforms an “afterthought” often... not prioritised

## School leadership impact

- Measurable effective in results – indirect – specific practices make a difference
- Different practices: pedagogical, distributed, instructional,...
- A bridge between reform and effectiveness.

## SL policy

- Ed and training policies (Huber; Normore; Magno, Arlestig et al., 2016)
- International organisations review policies and promote professionalisation of role (OECD, EU, UNESCO, ICP, EI)

# School leadership reform: shared understanding

Context driven – NPM, decentralization, autonomy, accountability, curriculum

To update leadership practices

To support other changes or reforms  
– leadership agenda is the agenda of change

Initial and continuing professional development;  
Standards;  
networks

# School leadership during COVID-19: at the heart of change



- **Intermittent school closures:** quick shifts and reorganisation need to maintain school community
- **Adopt complementary remote approaches:** e-learning, TV, radio and home schooling
- Select school technology platform/infrastructure
- **Change in accountability systems,** student assessments, student progression
- **Capacity of education professionals** to adapt to now ways of teaching and interaction with students from their homes
- Cater to **inequalities**



Shape response and build community, coherence and equity around schools

- Intermittent school closures: develop and maintain school community: vision and communication (**leadership**)
- Choose and maintain complementary remote approaches with support (Technical leadership or get support)
- **Develop network for education professionals** to share ways of teaching and interaction with students from their homes (**pedagogical leadership**)
- **Equity: Provide responses for disadvantaged** (**human leadership**)

# Implementing education responses to COVID-19

## Identify and build on key contextual factors relevant to the crisis

- Assess resources and capacity for hybrid learning
- Broaden co-operation with potential partners.
- Weave health, student welfare and assessment policies in the education response.

## Consider stakeholders as the main drivers of change

- Co-construct the education response with key stakeholders to ensure broad policy support.
- Define and focus responsibilities of the different stakeholders on supporting education delivery.
- Use existing tools to enhance communication between stakeholders and across the system

## Design educational policy to respond to school needs

- Develop a clear vision of priorities and key educational principles: equity, quality, well-being and safety.
- Choose mode of education delivery based on resources and stakeholders' feedback: technology to enhance school based learning.
- **Empower schools in delivery of learning and provide professional development for teachers and leaders.**

## Shape a clear and coherent implementation strategy

- Bring together different dimensions: timeframes, responsibilities, tools, and available resources.
- Develop knowledge to monitor implementation, understand progress and avoid potential pitfalls.
- Establish a communication strategy that can reach different audiences.

# School leadership reform: what next?

Context driven

- COVID, community, technology, curriculum

Empowerment

- To lead and engage changes at school level

Multiple dimensions

- Vision, community, technology, shaping curriculum; collaboration; networks

# Thank you!

For further information:

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[www.oecd.org/education/implementing-policies](http://www.oecd.org/education/implementing-policies)

- Gouédard, P., B. Pont and R. Viennet (2020), “Education responses to COVID-19: shaping an implementation strategy”, OECD Education Working Papers, No. 224, <https://doi.org/10.1787/8e95f977-en>.
- OECD (2020), "Education responses to COVID-19: an implementation strategy toolkit", OECD Education Policy Perspectives, No. 5, OECD Publishing, Paris, <https://doi.org/10.1787/81209b82-en>.