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# **El liderazgo escolar : Una inversión algo rezagada en la política educativa**

**Beatriz Pont**

**Analista Sr.**

**Dirección de Educación, OCDE**

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# OCDE Implementación de políticas educativas

## Un proyecto para desarrollar conocimiento y apoyo a los países

### Main issues:

- ❑ How can **education policy implementation processes** be designed to ensure that policies **bring about effective educational change in schools**?
- ❑ What types of implementation strategies can be pursued for school improvement policies?
- ❑ What kind of **information/data can help policy makers understand progress** with implementation of their reforms?

### EDUCATION CHANGE



Comparative analysis



Implementation seminars



### TAILORED COUNTRY WORK



Policy assessments



Strategic advice



Implementation seminars

Austria 2019-20 Edu Monitoring	Estonia 2019-20 Edu Monitoring	Ireland 2019 Sr Cycle Review	Mexico 2018 Education Strategy
Norway 2019-20 Competence Development	Scotland 2019-20 Curriculum	Wales 2019-20 Curriculum	Iceland 20120-21 Education Strategy



# Políticas para la mejora educativa



## LEARNING

Equity with quality: all students learning

Curriculum: knowledge, skills & values

Student agency



## PROFESSIONALS

Professional capital: human, social & decisional

Schools as learning organisations



## SUPPORT

Governance

School organization

IT, AI & data

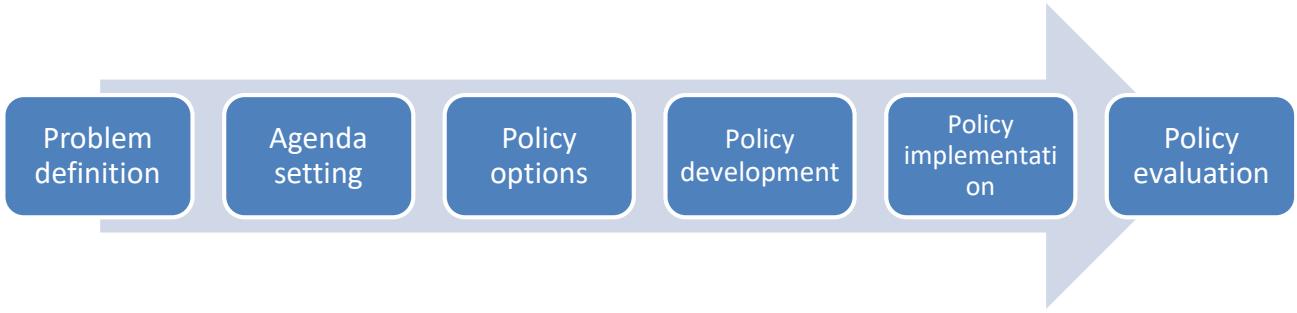
Evaluation

Families, Communities

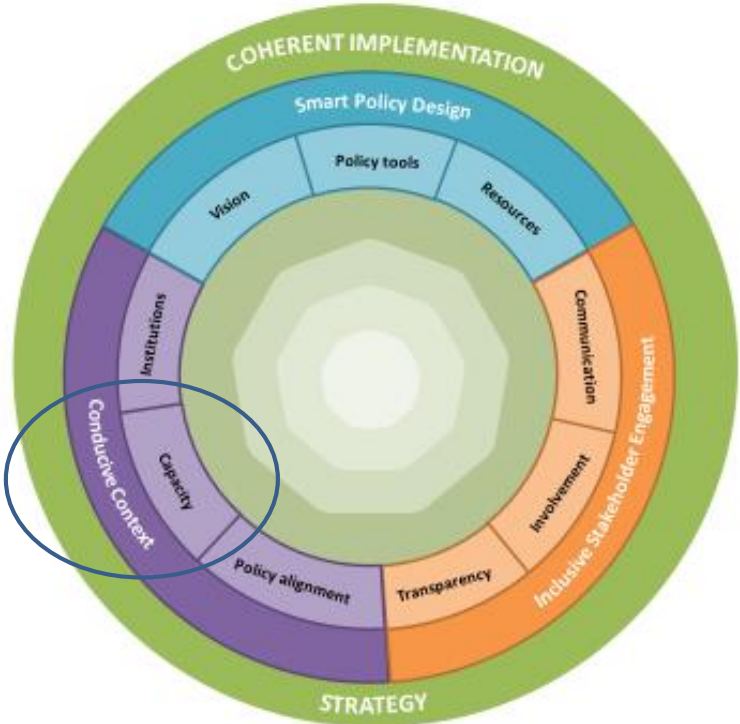
Wellbeing



# De la política al cambio educativo: Un marco de implementación



Gauging implementation = change in schools





# Como asegurar que la politica publica llegue a las escuelas, estudiantes y clases?



School &  
system  
leadership



Education policy implementation is a **purposeful** and **multidirectional change process** aiming to put a **specific policy into practice** and which may affect a given education system on several levels.



## Evidencia sobre liderazgo escolar y aprendizaje

After teachers, most important in school improvement  
(Leithwood et al., 2004; Robinson et al., 2008...)

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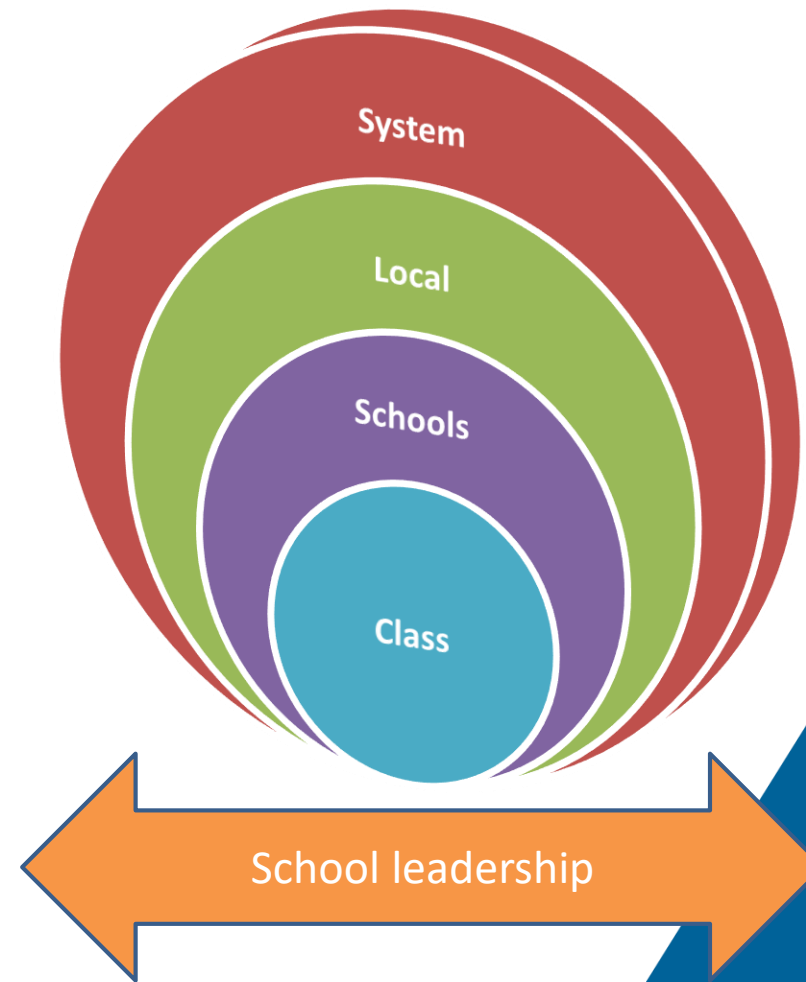
**Link and implement policies in practice**

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**Work with the community**

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**Develop the conditions for teachers to teach and students to learn well**





## Evidencia sobre liderazgo escolar y aprendizaje

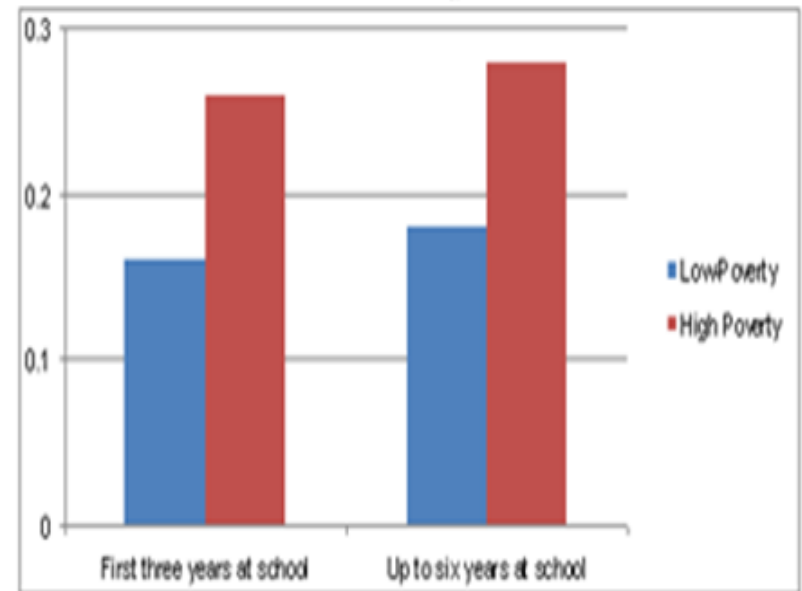
### Branch, Hanushek and Rivkin (2013)

Effective leaders can improve average student learning between 2 and 7 months

Total impact of 1 director exceeds the benefits of 1 teacher

Evidence that effective leaders contribute to reduce rotation among teachers

**Principals' Impact on Student Achievement\*  
in First Three Years at School by  
School's Poverty Level\*\***



\* In terms of standard deviation from principal fixed effects model without school fixed effects

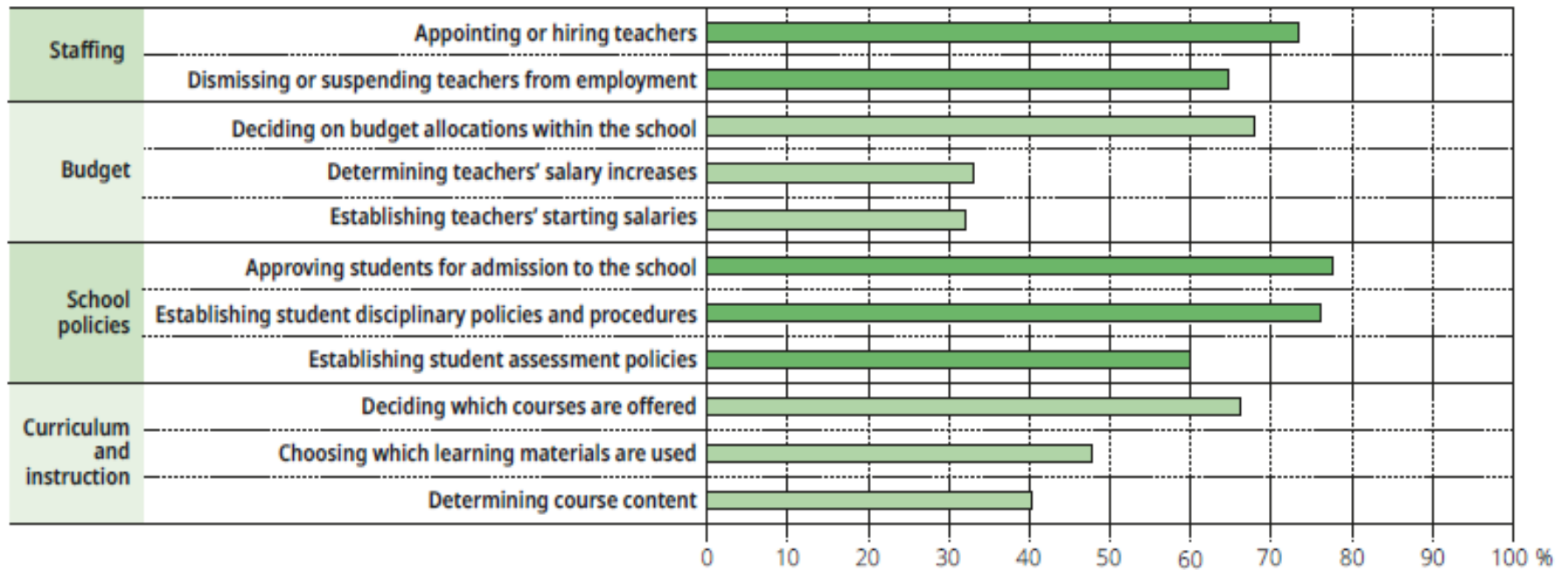
\*\* School poverty level quartiles based on the percent of students eligible for subsidized lunch.



# La realidad: responsabilidades de los directores de escuela


Figure II.5.5 **Principals' school responsibilities**

Percentage of lower secondary principals who report having significant responsibility for the following tasks (OECD average-30)



Values are grouped by school responsibilities and, within each group, ranked in descending order of the percentage of lower secondary principals who report they have significant responsibility for the above tasks within the four areas of school responsibility.

Source: OECD, TALIS 2018 Database, Table II.5.5.

StatLink  <http://dx.doi.org/10.1787/888934084057>

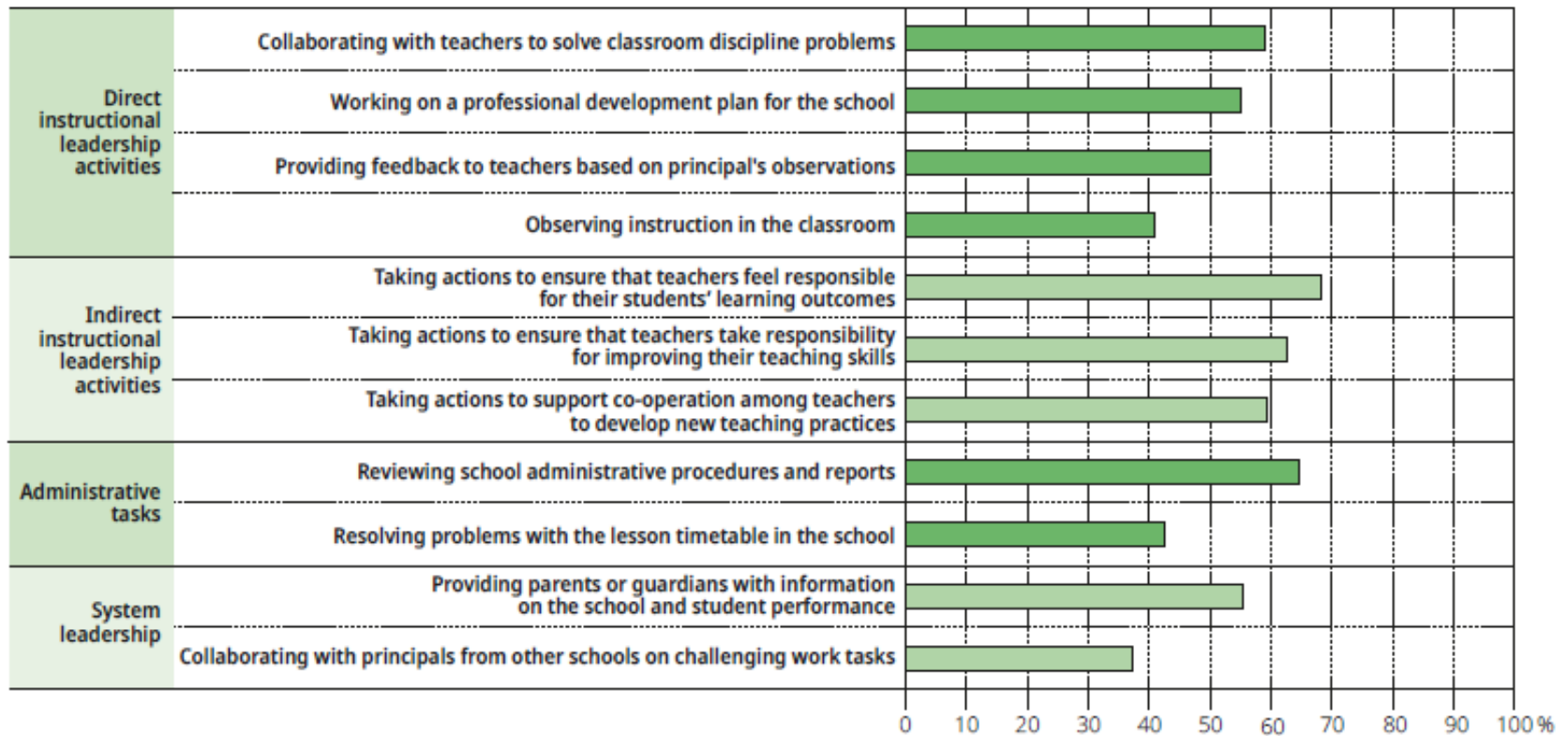




# La realidad: las practicas de los directores de escuela

Figure II.5.7 **Principals' leadership activities**

Percentage of low secondary principals who "often" or "very often" engaged in the following activities in their school in the 12 months prior to the survey (OECD average=30)



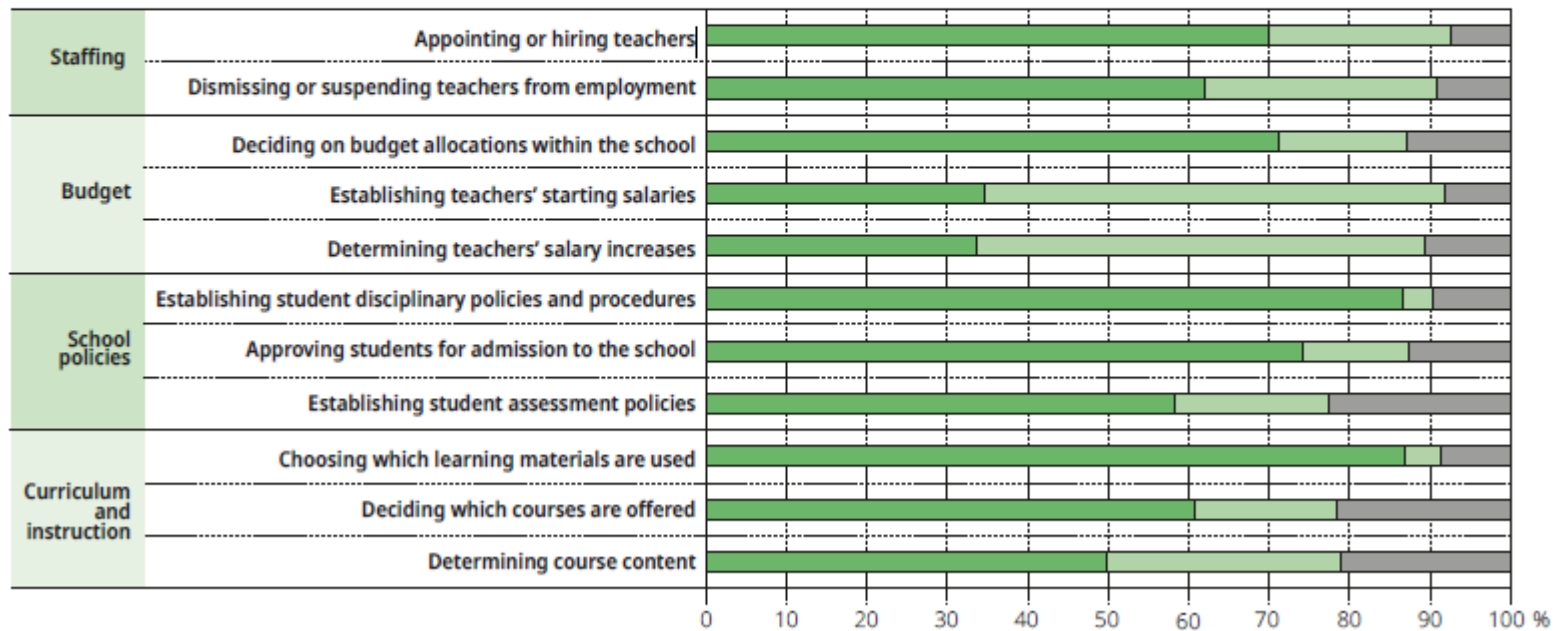


# La realidad : el contexto es importante

Figure II.5.1 **School autonomy**

Results based on responses of lower secondary principals (OECD average-30)

- Percentage of principals who report that their school has an autonomous status<sup>1</sup> for the following tasks
- Percentage of principals who report that their school has a non-autonomous status<sup>2</sup> for the following tasks
- Percentage of principals who report that their school has a mixed-autonomous status<sup>3</sup> for the following tasks





# El reto: altas expectativas hacia los directores de escuela



## LEARNING

All students learning

Facilitate new curriculum approaches:  
+ transversal, values and knowledge

Search for ways to ensure Student agency



## PROFESSIONALS

Lead the development of collaboration within schools: new approaches & decisional

Lead for schools to develop schools as learning organisations



## SUPPORT

Learn how to get the best support (IT, school organization, use of evaluation for improvement, data

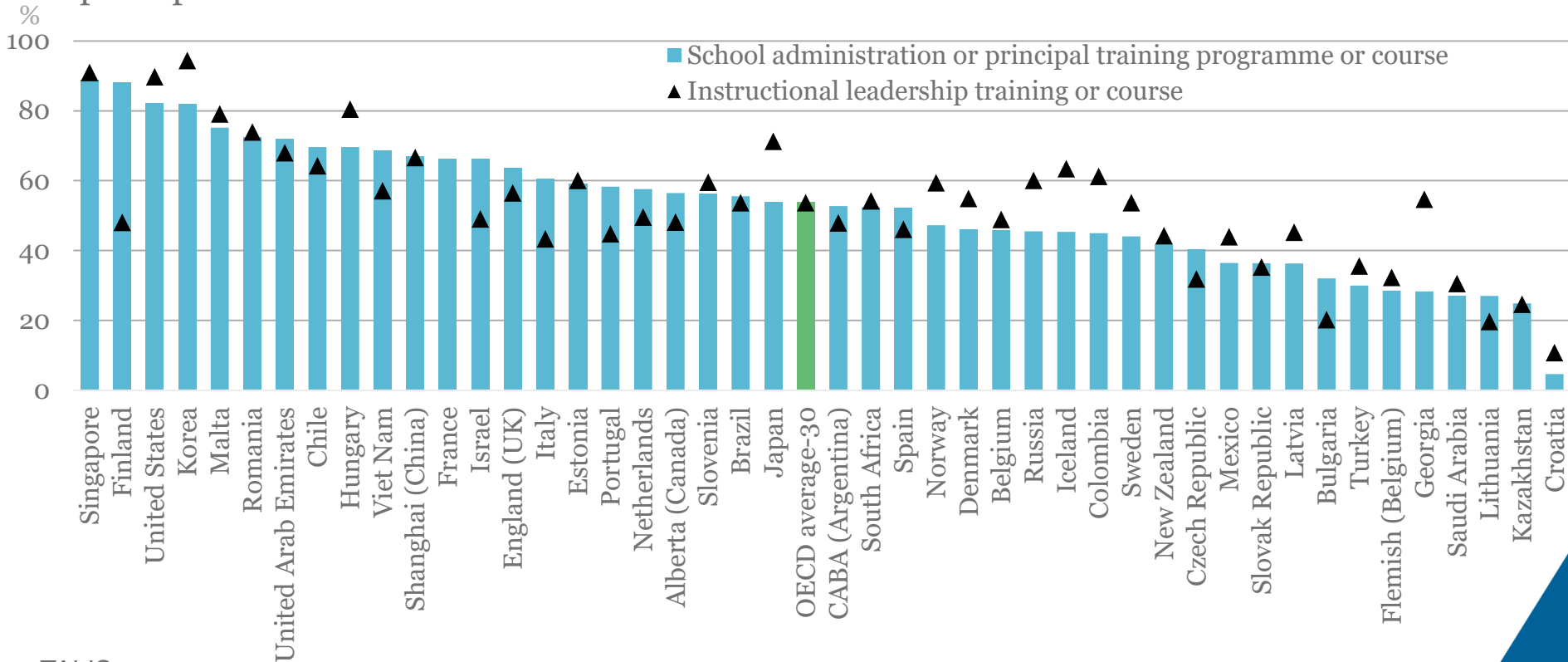
Link with families, Communities other schools

**Support wellbeing for students**



# La realidad: Solo la mitad de los directores han recibido formación específica para su tarea

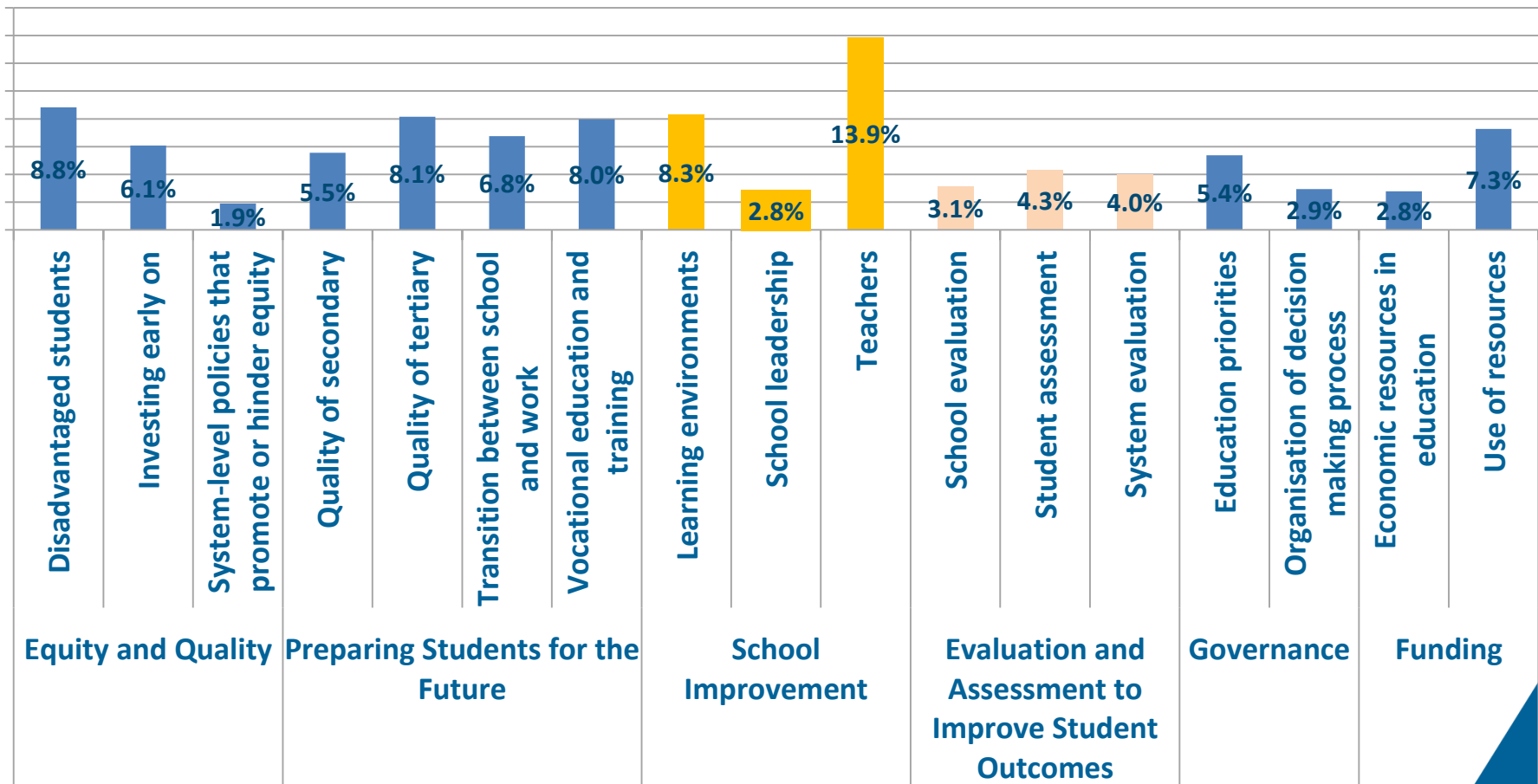
Percentage of principals for whom received training before taking up their role as a principal





# La realidad: la inversión en liderazgo parece limitada, 2008-2014

Distribution of policies adopted by policy option, 2008-2014





## El reto: altas expectativas – bajo apoyo

### **No es una prioridad de política pública por si misma**

- Parte de otras reformas centradas en curriculum, rendicion de cuentas o autonomia.
- Resultan en un curso o programa de formación limitado en el tiempo. Ha habido avances.

### **Tension en su función**

- Entre agentes de otras reformas y actores de mejora escolar.

### **COVID**

- Mayor autonomia y confianza en la profesion



# Invertir en el liderazgo escolar

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## Responsabilidades

Definición en función de la evidencia sobre impacto en aprendizaje.

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## Una profesión

Invertir con mayor coherencia en la profesión (formación inicial y continua, redes de practica e incentivos).

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## El contexto

El contexto a tener en cuenta.

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## Vision de futuro

Invertir en preparar el futuro, no solo el presente.

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## Mejora

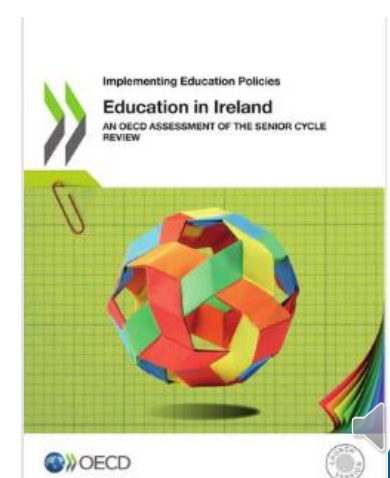
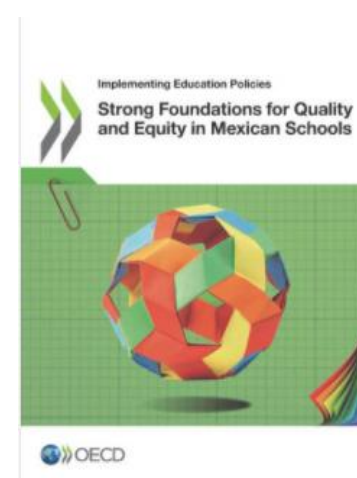
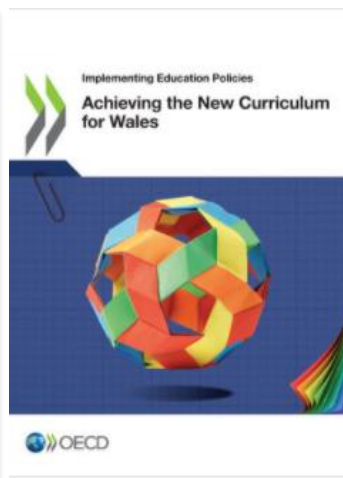
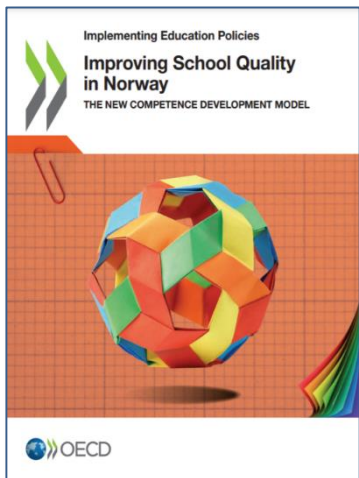
Liderazgo en el corazón de las agendas de cambio.

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# Ejemplos de nuestro trabajo con países para apoyar sus reformas

[HTTP://WWW.OECD.ORG/EDUCATION/IMPLEMENTING-POLICIES/](http://www.oecd.org/education/implementing-policies/)







## Some sources

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