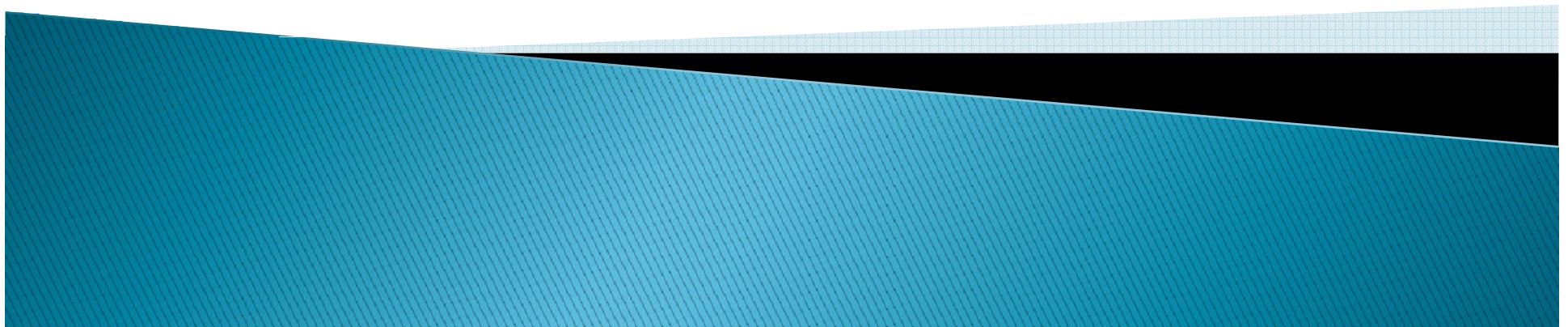
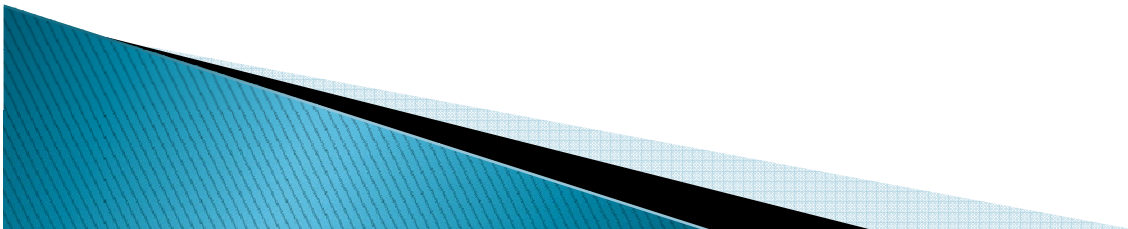


# Assessing, motivating and remunerating school directors in Flanders

University of Warsaw  
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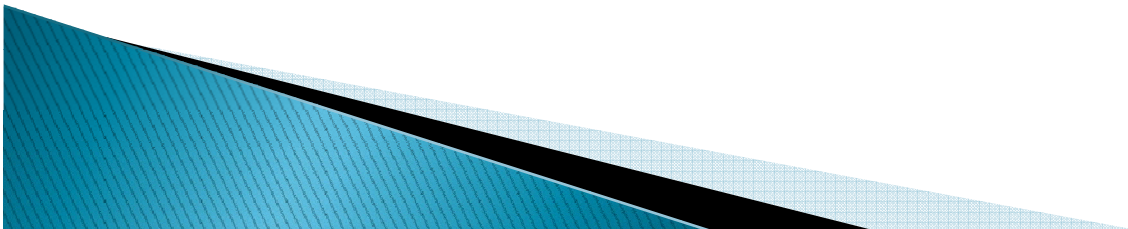


1. School leadership matters
2. Context aspect : freedom of education
3. Performances of the system
4. Regulatory framework
5. The state facilitates
6. Job descriptions
7. Recruitment and training of school leaders
8. Motivating school leaders
9. Remunerating school leaders : no financial incentives
10. Conclusions
11. Benchmarking school leadership in Flemish schools

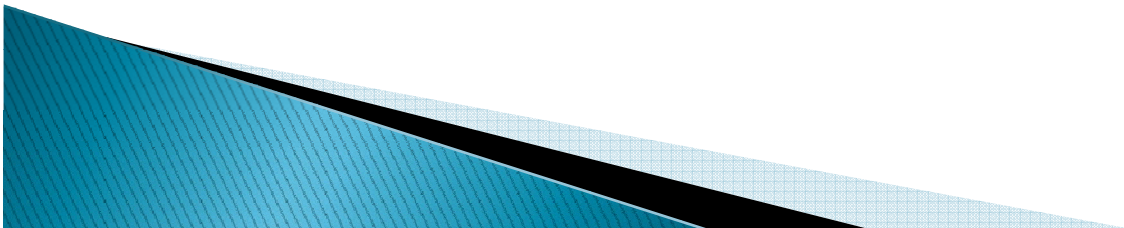
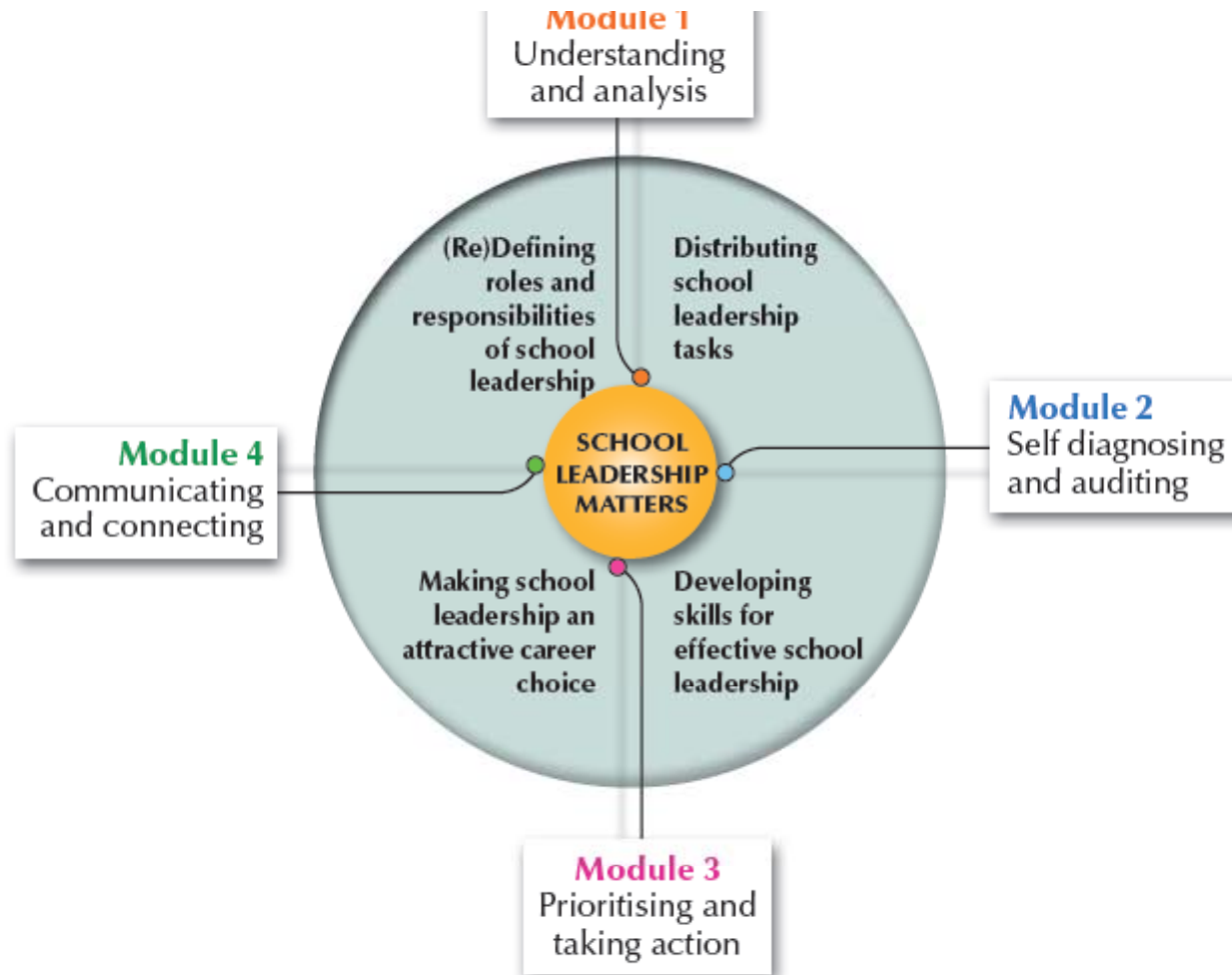


# 1. School leadership matters

- Teaching and learning need to improve
- Pedagogy is changing
- Centres of autonomy and accountability are shifting
- Policy and practice need to work better together
- Schools are confronted with an increasingly complex environment.



# OECD toolkit : Improving school leadership



## 2. Context element :Freedom of education

### Freedom of education

- Freedom for providers to establish a school
- Freedom for parents to choose a school : choice

### A large diversity of providers

- School boards in private education
- Municipalities and provinces
- Groups of schools in 'state' education

are all very **local** and **at the heart of the school system in Flanders.**

**Employers!! Hire teachers and headmasters!**  
**Great autonomy in all aspects of teaching and learning.**



### 3. Performances of the system : PISA 2009

Scientific literacy	Mathematical literacy	Reading literacy
Shanghai China 575	Shanghai China 600	Shanghai China 556
Finland 554	Hongkong 555	Finland 536
Hongkong 549	Korea 546	Hongkong 533
Japan 539	Finland 541	Canada 524
Flanders 526	Flanders 537	Flanders 519
Netherlands 522	Japan 529	Australia 515
Germany 520	Canada 527	Netherlands 508
Slovenia 512	Netherlands 526	Poland 500
Poland 508	Poland 495	Denmark 495

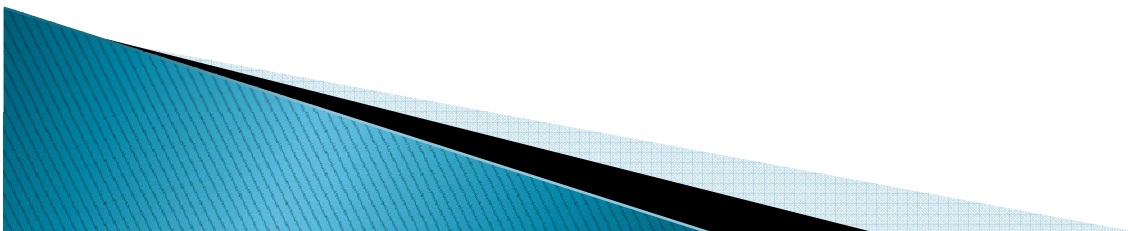
Asian countries : excellent performances!!  
Shanghai!!!



## Characteristics of Flemish PISA performances

- Excellent average results in the 3 domains
- Large cohort of excellent performers
- Large gap between excellent performers and poor performers
- Strong impact of socio-economic background of students
- Strong impact of language spoken at home (i.e. language of instruction)
- Poor performances of first and second generation immigrant students

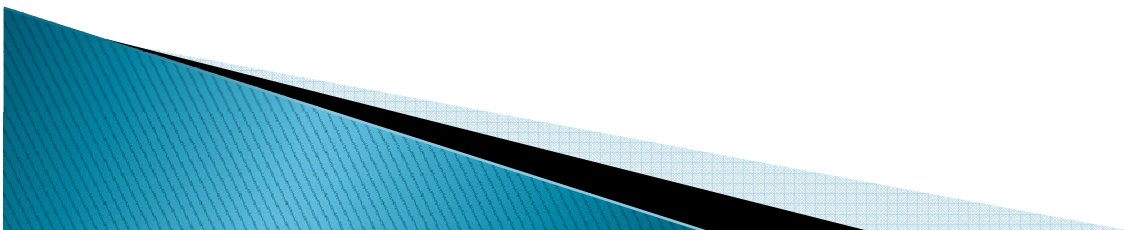
**Policy brief 2004 – 2009 : Today champions in mathematics. Tomorrow champions in equal opportunities!**



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### 3. Role of the state ( Flemish Parliament and Government)

Lays down **regulatory and financial framework**

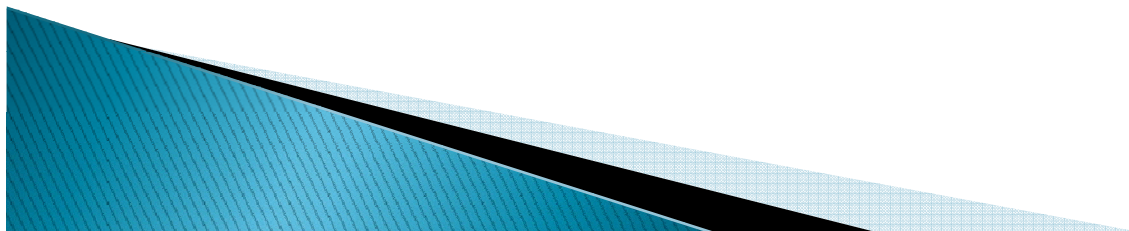
Legal status of teachers and headmasters

Salary scales for all staff.



But 'networks' or school boards may add additional rules.

Develops and implements **incentives** to facilitate high quality school leadership.




## 4. Regulatory framework

Only for 'state' or community education, a test is required. The content is laid down by the central governing board of the agency.

Some municipalities, such as Antwerp, organise training sessions for prospective headmasters.

In the Catholic school system it is up to each board to lay down the conditions.

Only very general rules apply to the selection. There are few rules to select headmasters. Personnel policy is a matter for the school boards. They are close to the operation of their schools!



## 5. The state facilitates

In the mid 90's the government had **job descriptions** developed by Hay management, a consultancy. School boards may use these models to select and develop school leaders.

Job descriptions and **evaluations** are legally compulsory for all school leaders and teachers. **No financial rewards** or other **incentives** are attached to evaluations.

A training fund for headmasters : 1,500€ during their whole career.



## 6. Job descriptions

The concepts of **New Public Management** have been integrated in the Flemish school system.

**Format of job description for school leader contains the competences, skills and attitudes needed for job**

**Rationale for the job**

**Result areas : objectives to achieve in the job**

Develop and implement the pedagogical project

Develop long term plans for the school

Design an effective school organisation

Implement a quality assurance mechanism

Lead and coach staff

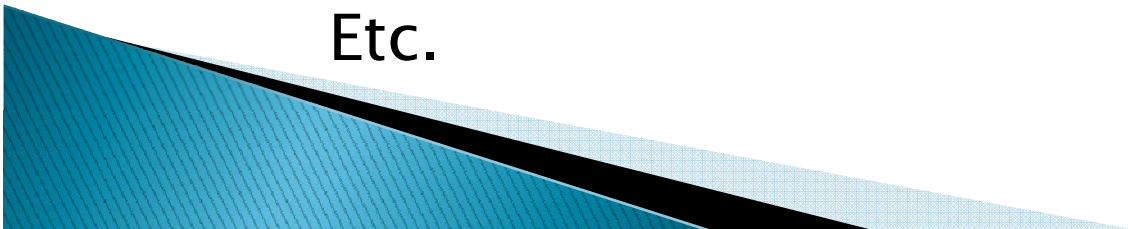
Organise and monitor coaching of students



Communicate and cooperate with parents  
Communicate and cooperate with internal and external partners  
Prepare, implement and monitor the budget  
Public relations of the school  
Administrative management of the school  
Organise one's own in-service-training and professional development

### Competences, skills to achieve these results

Problem solving  
Team leadership  
Flexibility  
Focus on results  
Organisational skills  
Etc.



## 7. Recruitment and training of school leaders

Pre-service training, induction and in-service professional development.

As a rule, **few** school boards or organising authorities make a **pre-service training for school leaders** compulsory.

Only for 'community schools' is there a legal basis for tests, which are prepared in training sessions for prospective candidates.

Some larger cities such as Antwerp have made pre-service training compulsory.

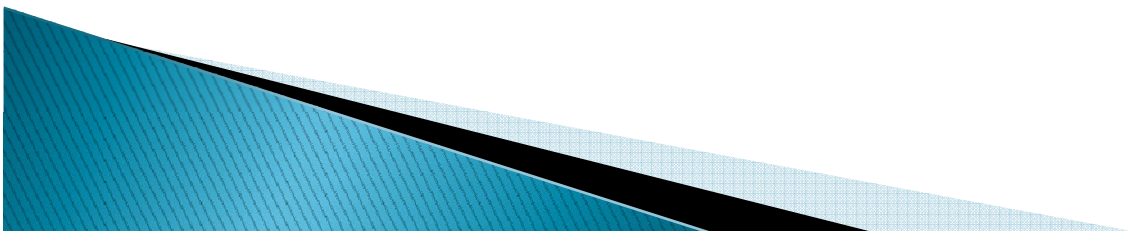
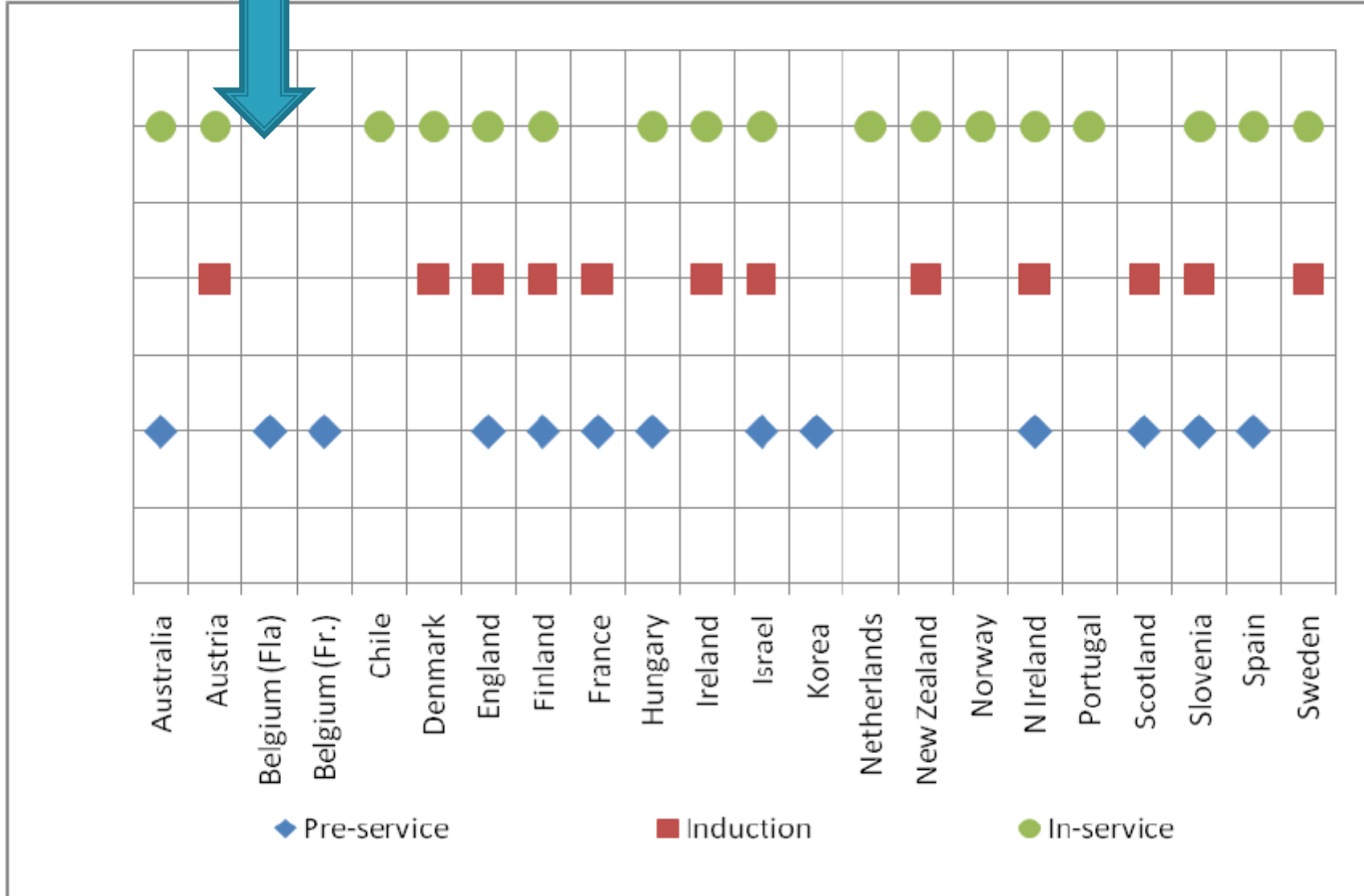


Figure 4.1: Leadership development approaches across countries



## Training of school leaders (cont)

Catholic schools have a large diversity of methods to attract and select school leaders : search for potential candidates among one's own staff is the most common way to identify and prepare future school leaders.

There is a wealth of **providers of induction and in-service training programmes.**

**Providers** : universities, the initial teacher training institutions of university colleges, consultancies, independent training institutions, etc.

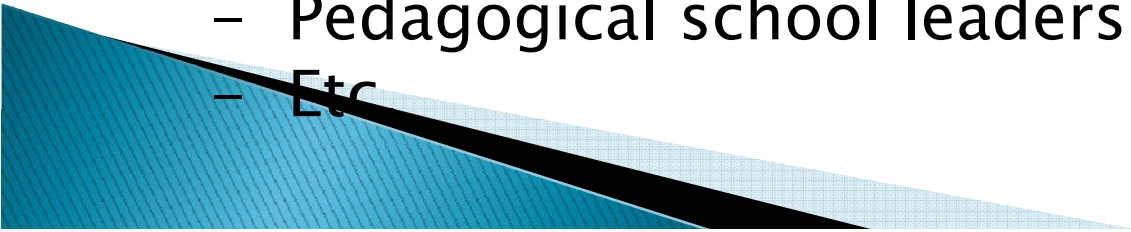




## Training for school leaders (cont.)

**Umbrella organisations** of Catholic, municipality, provincial and 'community' schools facilitate such training.

Topics :

- Competence-based teaching and learning
  - Induction and coaching of teachers
  - Dealing with anti-social behaviour
  - Time management
  - Sustainable development – a sustainable school
  - Change management
  - Implement innovations
  - School leader as communicator
  - Pedagogical school leadership
  - Etc
- 

## Training for school leaders ( cont)

Some training institutions have been organising management training for almost 40 years.

**Peer learning!!**

Why **few legal dispositions** as to the pre-service training of school leaders?

**Pedagogical autonomy** for the providers

The **school boards** are the **employers** and at the end of the day they are responsible and accountable for teaching and learning in their schools!

For 'community' schools Flemish Parliament can lay down (a limited set of) rules.



## Observations on recruitment

- Succession planning is crucial : **identify and develop potential future school leaders.**
- Little action at the central level to professionalise recruitment procedures
- Vacancies are seldom or never advertised.
- School-level involvement is crucial as the Flemish school system is heavily decentralised.
- Often lack of transparency and consistency among schools as recruitment processes can differ.
- Eligibility criteria are broad and seniority has reduced weight.
- **Shortage of candidates , esp. in primary schools**



**An increasingly unattractive job?!?**

## 8. Motivating school leaders

- Limited initiatives by the state, as there are no objective performance measures such as results of national exams.
  - \* A training fund
  - \* Professional development opportunities
- The school boards or employers:
  - \* Financial incentives in a few cases
  - \* Participation in professional development activities and European exchange projects

As schools compete for students a decline or increase in student numbers has a great impact on the motivation of school leaders. Maintaining one's reputation is an incentive to work harder!!


Intrinsic motivational factors : teachers, parents , etc.



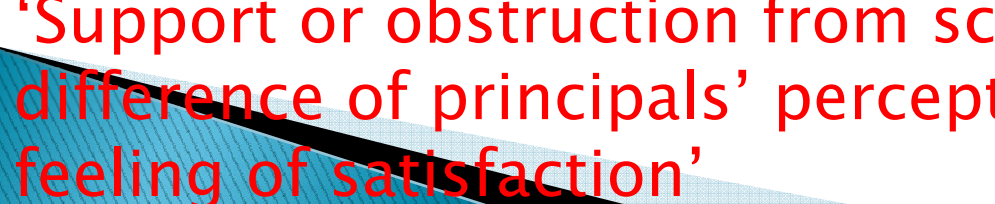
## Motivating school leaders (cont)

- High degree of autonomy, decision-making authority combined with more distributed school leadership
- Large degree of autonomy in teaching and learning, staffing, budgeting, etc.

- **Effective school boards** support school leaders!



But : often there are not enough good candidates; lack of clarity on roles and responsibilities of boards and tensions may exist between boards and principals; lack of skills of board members.




**‘Support or obstruction from school boards makes a difference of principals’ perception of their jobs and feeling of satisfaction’**

## 9. Remunerating school leaders: no financial incentives!

As a rule, limited focus on school leaders in 'collective agreements' between the government and the teacher unions! Often, few school leaders are unionised.

In 2005, a top up of 1,000€ per month for teachers and school leaders in Flemish schools in Brussels when they met some conditions. This measure has been abolished since!

No differentiation in salaries whether small or large school, whether in a disadvantaged area or not, whether VET school or general secondary school, whether successful or not.



In 2001, a comparative study by Hay Management, a consultancy, concluded that salaries for management staff in education are far below labour market averages. Additional incentives which other management staff receive, such as company cars, expenses and meals, are lacking. The pay difference between principals and teachers was small. As a late response, school principals got a limited pay rise.

The OECD activity Improving School Leadership compares salaries of principals in lower secondary education : salaries for Flemish principals are very average.

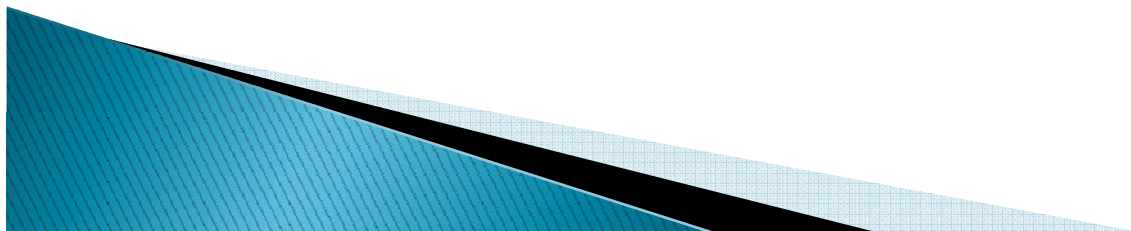
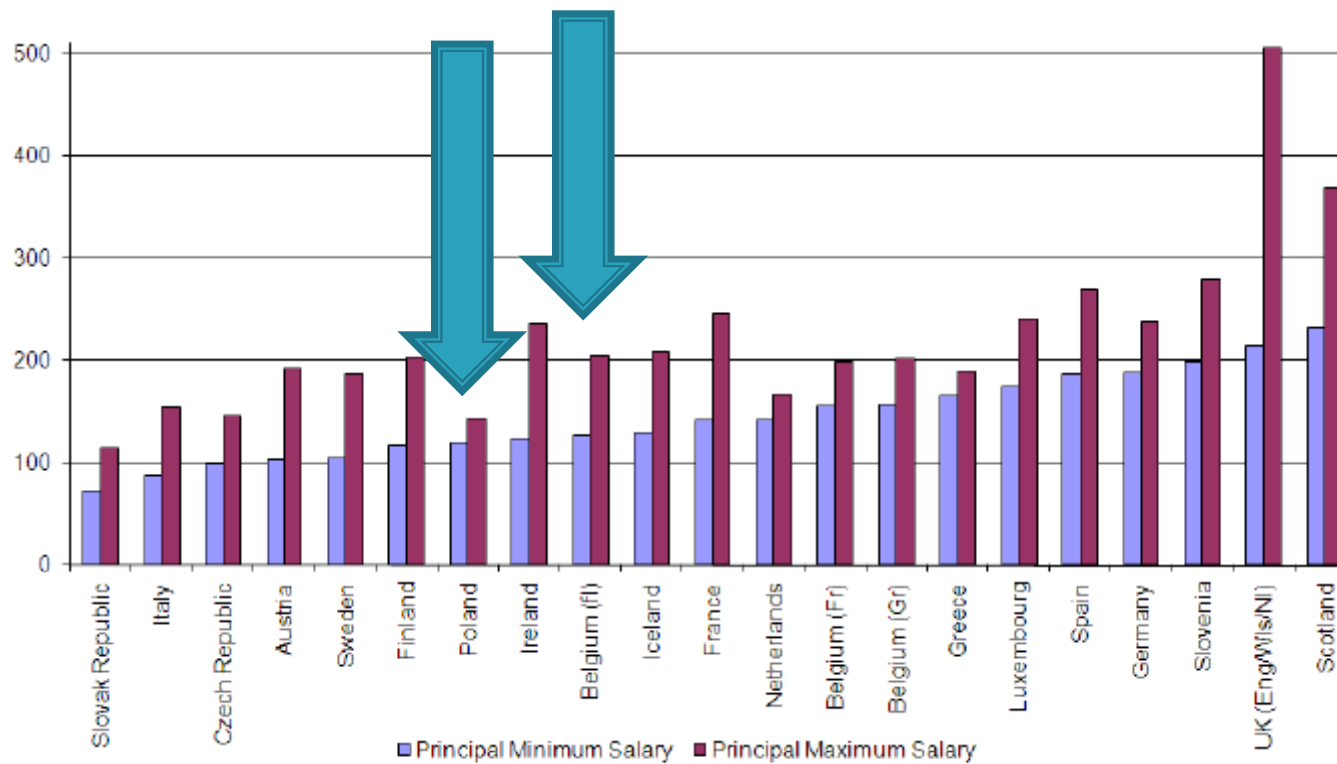


Figure 5.1 Secondary school principal salaries in relation to GDP per capita, 2002/03

Minimum and maximum basic gross annual salaries of principals in lower general secondary education (ISCED 2), relative to per capita GDP, 2002/03





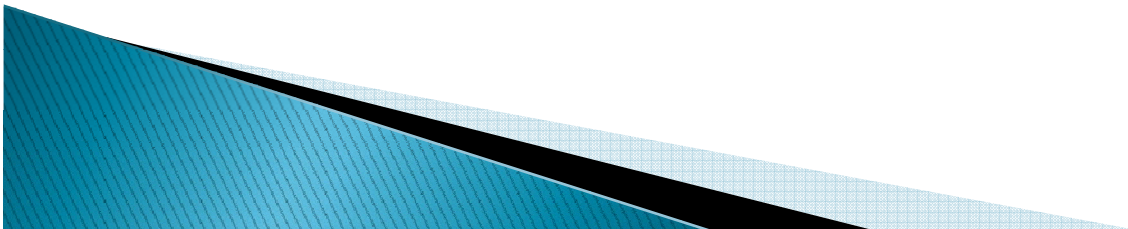
## Observations on the remuneration of principals

- The relative attractiveness of salaries influences the supply of high quality candidates.
- Policymakers monitor remuneration in the private sector but there is little real action. Salaries of school principals lag behind.
- Salaries are not related to school-level factors : disadvantaged areas, difficult locations, VET schools, size or type of school.
- No labour-market driven salaries, which would mean higher salaries in education levels or regions facing shortages.



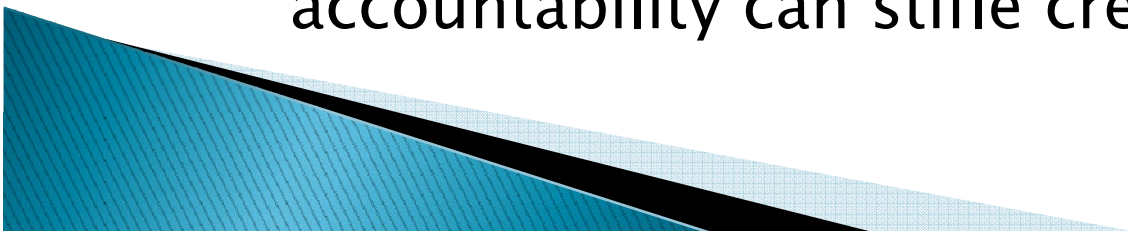
**No flexible incentive structures for principals!**

- An increasingly unattractive job?!  
Overburdened roles and working conditions,  
lack of preparation and training, as well as  
inadequate salaries and rewards.  
**Small additional reward does not reflect the  
large increase in workload and responsibility.**

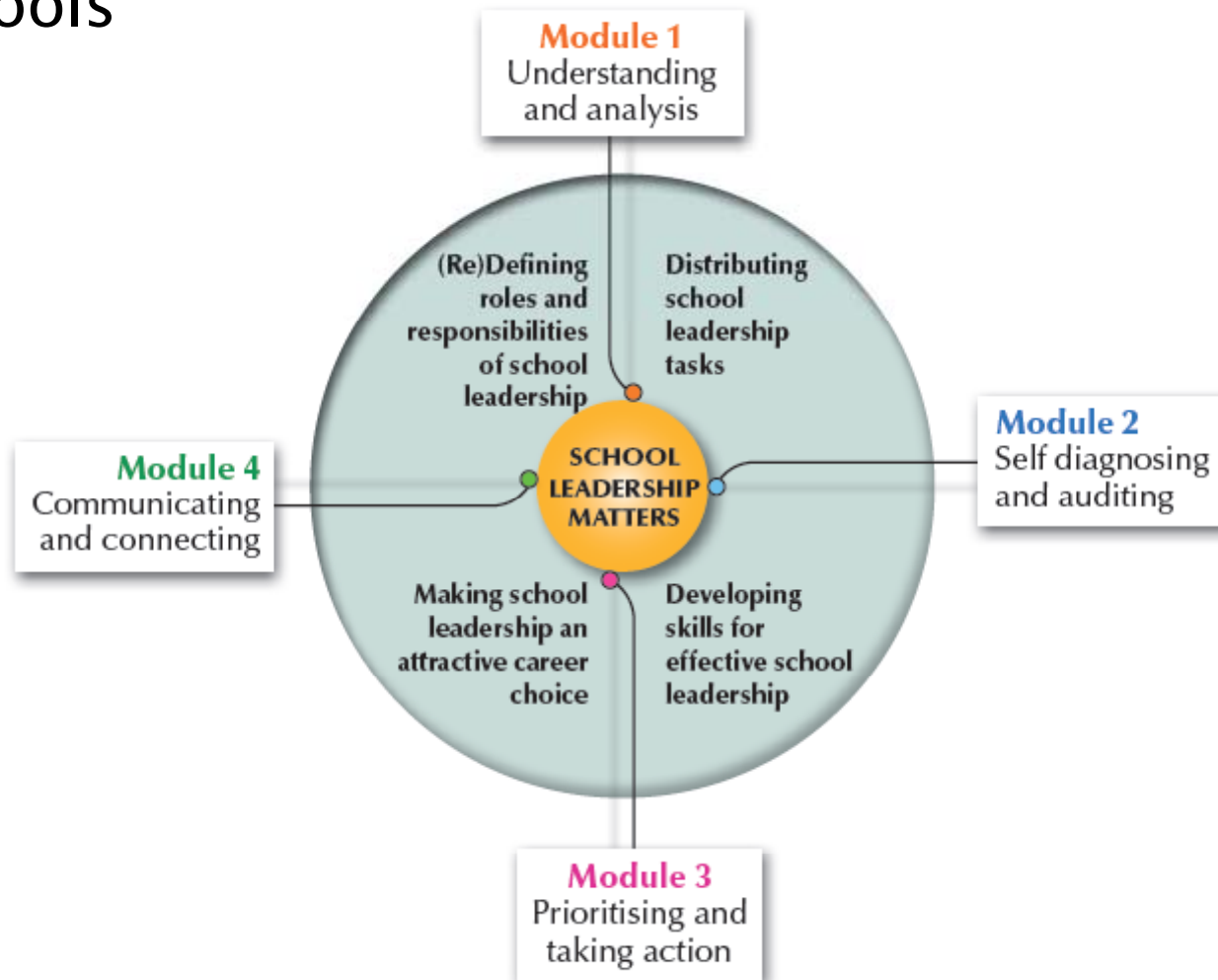


## 10. Conclusions

- Very few financial incentives for school leaders (who perform well)
- A limited range of non-financial incentives
- Parents, teachers and the employers are the first in line to motivate school leaders
- Participation in professional development activities is a way to motivate school leaders
- Distributing leadership across different people and management structures helps to meet the challenges.
- Support by school boards does vary. Too much accountability can stifle creativity and leadership



# 11. Benchmarking school leadership in Flemish schools



## The OECD toolkit : Improving School Leadership

OECD identified **4 policy levers** to help school leadership practice to improve school outcomes.

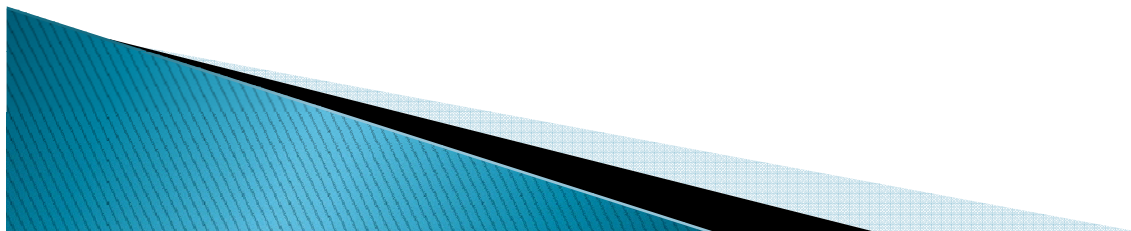
Does practice in the Flemish school system use these policy levers?

Distributing school leadership tasks : ++

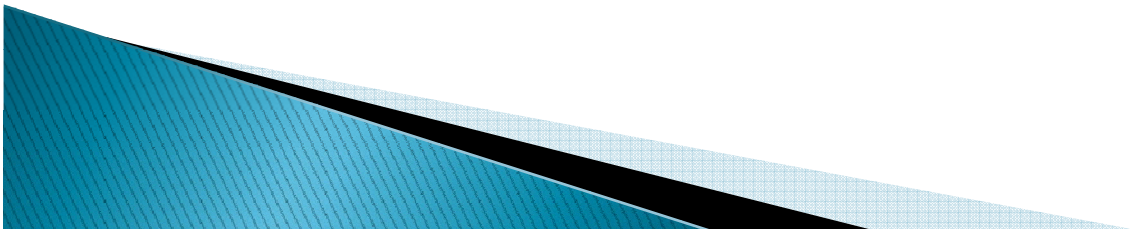
Developing skills for effective school leadership : +++

Making school leadership an attractive career choice : --

(Re)Defining roles and responsibilities of school leadership : ++



Thank you.



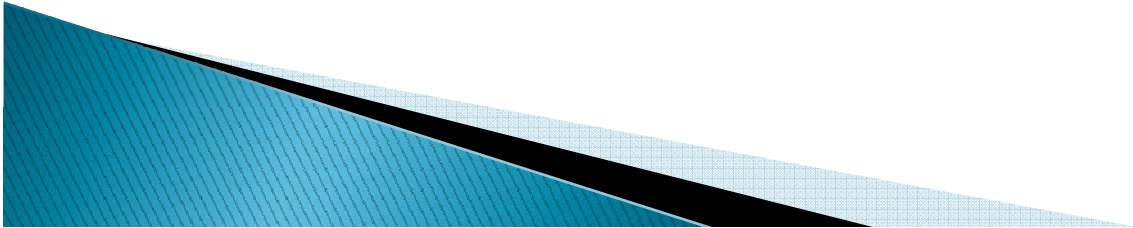


Figure 1.3 Percentage of female principals (2006/07, public schools)

