



Leadership in Schools – *the Basic Skills Network of Catalonia*

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Challenges of Change

- Change is not an easy process
 - Pace of change
 - Information overload
 - Legislation imperatives
 - Student protection
 - People management
 - ICT and technology
 - Stakeholder interests – parents and staff
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School leadership and change

- Rapid pace of technological advance and digital transformation
 - Entirely new infrastructure for teaching and schooling
 - Cyclical imbalance in the predominant socio-economic system
 - Privatization of resources and public services
 - Customer service and emotional intelligence required for adaptation, flexibility, adaptability
 - Migration and demographic transformation
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Key themes

- All school reform aims to improve teaching and learning.
 - Motivation and capacity of leadership central - all about organizational improvement.
 - Leadership concentrates on strategic and tactical directions for implementation of what is required to stimulate, motivate, guide and support people to move in those directions.
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Role of leadership

- Leadership impacts design and implementation of policy
 - Leadership also impacts school function and academic results
 - Leadership links critically to creative dynamism in allowing schools to adapt to change in an interconnected world
 - Analytical Framework is the versatile school: driven by flexibility, adaptability, responsive to needs and open to transformative learning
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21st Century Skills and Competencies

- ▶ Landmark report: OECD (2009)
 - ▶ Few teacher training programmes targeting teaching or development of 21st century skills,
 - ▶ OECD proposed a new three dimensional framework:
 - ▶ information
 - ▶ communication
 - ▶ ethics/social impact.
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School leadership reconsidered

- ▶ Leadership models on the "effective school" not sufficient to meet needs of new learning organizations.
 - ▶ Different organizations need to create new educational environments adapted to current needs
 - ▶ Leaders must take school staff on challenging journeys that staff would not take on their own.
 - ▶ “Successful” leadership is critical to school reform as it can play a highly significant role in improving school reform and learning.
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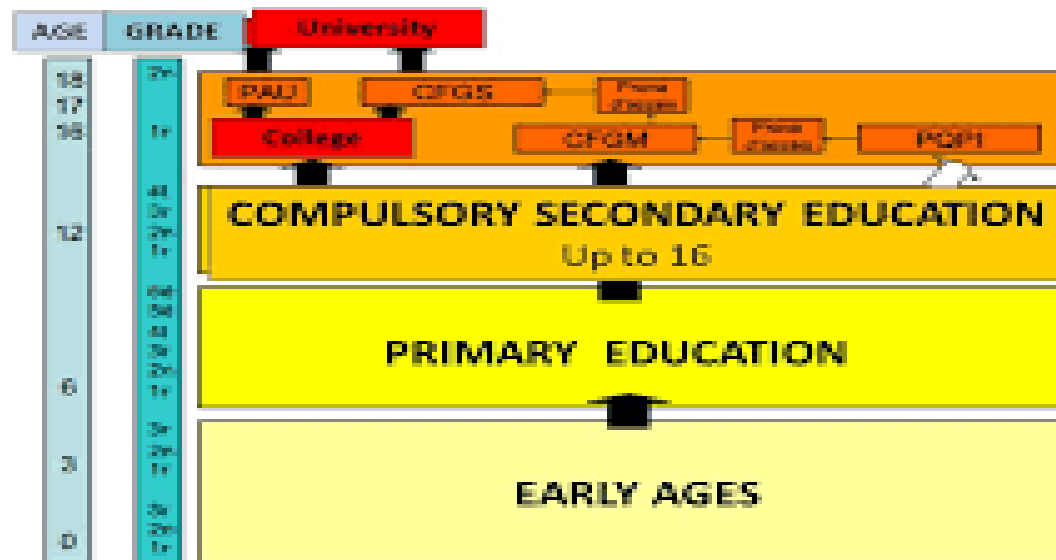


Leadership at 'meso' or intermediate level

Conceptualized and developed within the following frameworks:

- Networks of educational centers
- Administrative coordination networks
- Professional bodies and associations
- Policy bodies.

Catalonia in context



Initial Vocational Education and Training

IVET in Catalonia

Spanish Education System | Catalan Education System



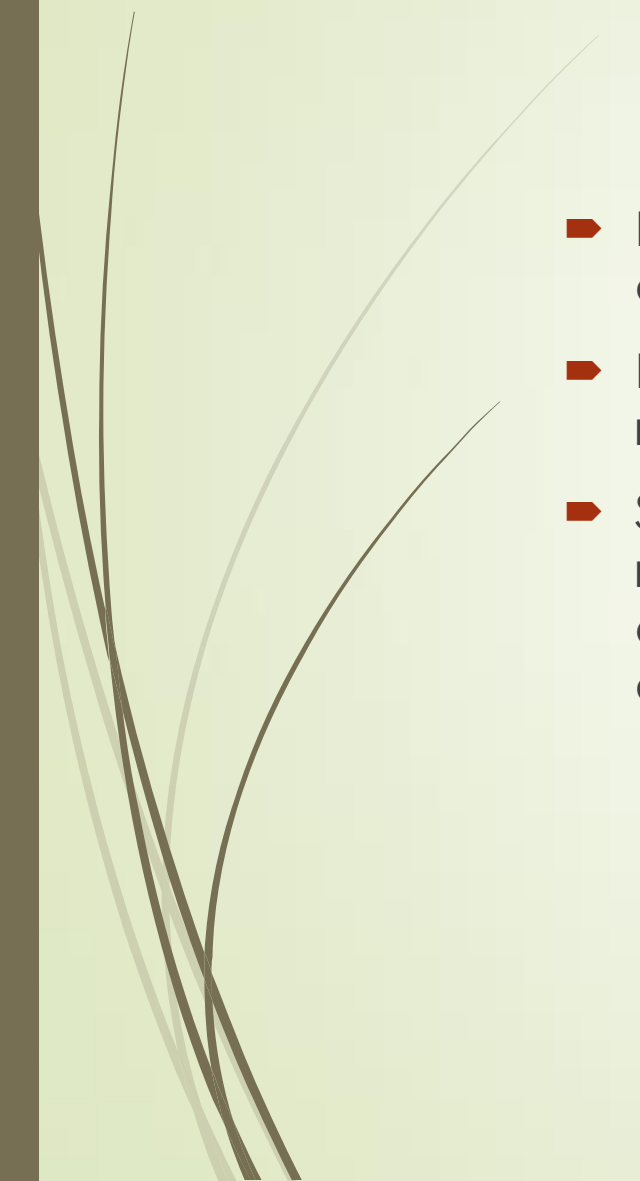

The Spanish State Administration organizes Catalonia in 4 provinces:

Lleida, Girona, Barcelona, Tarragona

Generalitat de Catalunya
Departament d'Ensenyament



Education Law of Catalonia (LEC) 2009

- ▶ Promotes leadership capacity of the education professionals who organize and manage learning centers
 - ▶ LEC provides a framework to promote a Catalan education system to respond to demands of the twenty-first century with flexibility
 - ▶ Steps include: power of systematic and structured pedagogical innovation, recognition of good educational practices, promotion and support of educational leadership, teacher training, infrastructures for digital learning and provision of centers for pedagogical excellence
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Basic Competencies Network (2002)

- Formed by teachers who reflect and act as a team to transform the school into one space that promotes learning.
- Has now involved some 1,000 schools and 15,000 teachers
- Has produced over 500 reports on pedagogic reflection and delivered some 2,000 classroom experiences.
- The key objectives of the Network are:
 - to promote creation of pedagogical spaces within school centers to empower teaching staff.
 - to encourage exchange of experiences and the creation of shared knowledge.
 - share a form of peer-to-peer and online teacher training to improve student learning.




CB Model

- Constitutes a unique model of teacher training to build collective knowledge in contexts of peer cooperation.
 - Theoretical and practical basis is recent research on organizations on educational transformation and collaborative learning.
 - Based on a vision of change as a means to achieve improvement of student learning
 - Model guarantees horizontal actions, since the driving team involves a transversal group and heterogeneous people, not just those at the top of the organization.
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Towards a sustainable model

- Operates a transformative distributed leadership, which is a vision of leadership to transform
 - This vision of leadership is intended to ensure sustainability of transformation.
 - Distributed leadership focuses not only on resources and methods, but also on social interactions to facilitate a climate in which everyone feels challenged because each contribution is taken into account.
 - Operationalized in Catalonia via a distributed form of leadership which poses questions and challenges regarding both methodology and buy-in.
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Discussion

Questions and Answers





Thank you!
Graciès!

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