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المؤتمر الدولي لمهنة التعليم

INTERNATIONAL CONFERENCE ON THE TEACHING PROFESSION



«تعليم مستدام في عصر الذكاء الاصطناعي»

"Sustainable Education in the Age of Artificial Intelligence"

04-05 February 2026

Oman Convention and Exhibition Centre (OCEC)

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Leadership in education: Insights from the 2024/5 GEM Report

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Global Education Monitoring Report

Director

04-05 February 2026

Oman Convention and Exhibition Centre (OCEC)

 EduGovOman

There is an acute need for strong education leaders



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Global Education
Monitoring Report

Learning levels
falling

Out of school number
not falling

Priority to
education falling

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Who are leaders in education?



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School level

Principals

Vice-principals,
teacher leaders,
parents, students
and communities

System level

Local officials,
central officials

Political level

Ministers,
parliamentarians

Student leaders,
union leaders,
business leaders

Media,
civil society,
intellectuals,
researchers etc.

A process of **social influence**, which maximizes the efforts of others, towards the **achievement of a goal**

Multiple leadership **styles**, multiple education **outcomes**: from exceptional **individuals** to systematic **processes**
= encourage and nurture diverse groups of people with good leadership potential to pursue such careers



What do school and system leaders need to do?



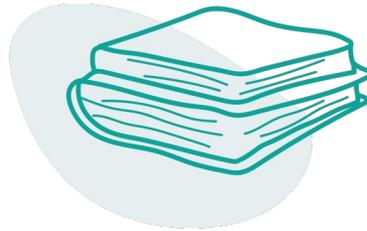
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Four essential leadership dimensions need to be nurtured



Set expectations



Focus on learning



Foster collaboration



Develop people

Over one quarter of variation in student learning levels can be attributed to school leaders

A study of 32 countries affirmed that good leadership is correlated with improved teaching practices



1. Trust and empower



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Create the enabling conditions for school principals to improve education



Leaders need the opportunity to take decisions

Leaders' influence is greater when they are trusted to use their skills.

The **more** autonomy principals have, the **higher** a country's mathematics performance.

Almost **40%** of countries do not recognize higher education institutions' autonomy by law.

Autonomy is not sufficient without support measures

- Clear roles.
- Adequate, timely, predictable and equitable resources.
- Accountability for resource use and feasible outcomes; no excesses.



2. Select, develop and recognize



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Monitoring Report

Invest in the professionalization of school principals



Select through open, competitive and inclusive recruitment

63% of countries apply open competitive recruitment in both primary and secondary education

The best teachers do not necessarily make the best principals

Selection criteria should be broadened and diversified

36% of countries specify management experience as prerequisite



PEER

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2. Select, develop and recognize



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Invest in the professionalization of school principals

Prepare, train and support principals

Only **10%** of pre-service and **24%** of in-service programmes emphasize all four core dimensions in training PEER

Almost **half** of principals in richer countries do not receive training before appointment TALIS

31% of countries have induction programmes for new principals

Support principals to focus on their core role

In middle-income countries, principals spend **68%** of their time on administrative tasks Global School Leaders survey

In high-income countries, principals **reduced** the time spent overseeing teaching between **2015 and 2022** PISA



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2. Select, develop and recognize



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Invest in the professionalization of school principals

Implement standards and recognize leader achievement

Almost **half** of countries have adopted stand-alone national professional standards or competency frameworks

Standards help:

- change perceptions of principals' roles away from administration;
- communicate national priorities; and
- guide selection, preparation and training

But they should:

- reflect the country's cultural context; and
- be formative



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3. Share Teacher leadership



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Promote shared leadership and collaborative school cultures

We don't need another hero: sharing builds better schools

51% of countries include sharing leadership in their standards, the least emphasized of the four dimensions

- **Formal roles:** foster collaboration; support professional development; guide teaching and learning decisions e.g. 60% of teachers evaluated by people other than the principal → provide training in teacher leadership management skills → provide recognition in the form of bonuses
- **Non-formal roles:** in daily practices by mentoring, sharing expertise, innovating pedagogically, self-initiated, problem-solving e.g. 67% of teachers choose teaching materials, 44% influence course content, and 37% influence discipline TALIS
- **Support staff:** school psychologists, nurses, teaching assistants etc.



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NOV
2024



2024/5 cycle on leadership

1 GLOBAL EDITION Lead for learning



3 THEMATIC EDITIONS Gender edition Women lead for learning



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MAY
2025

2 REGIONAL EDITIONS

Central and Eastern Europe, Caucasus and Central Asia Lead for inclusion



East Asia Lead for technology



FEB
2025

AUG
2025

Latin America Lead for democracy



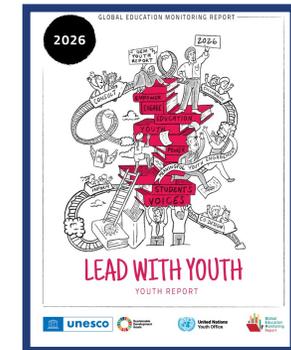
APR
2025

OCT
2025

Africa Spotlight Lead for foundational learning



Youth edition Lead with youth



JAN
2026

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Lead for technology



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More and more tasks are added to principals' list without preparation

Digital culture, staff capacity development, resource selection based on school needs, procurement, cybersecurity, pedagogy, well-being etc.
→ Chief Information Officers

East Asia has embraced digital transformation in advanced ways

- ▶ China AI education in all schools by 2030.
- ▶ Japan One-device-per student target brought forward.
- ▶ Korea AI-powered textbooks fully rolled out by 2028.

But initiatives to prepare school and local leaders are only now picking up:

- ▶ Coherent systems: trade-offs between promise and disadvantage.
- ▶ Clear guidance: interoperability, codes of conduct, guidelines, standards.
- ▶ Engagement in technology decisions: voluntary adoption, collaboration .
- ▶ Selection processes: competency as recruitment criterion, then training.
- ▶ Technical staff: advisors, coordinators – and teacher leaders.



Countdown to 2030



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Global Education
Monitoring Report



Concept note for the
**2026 Global Education
Monitoring Report**
Countdown to 2030:
1. Access and equity



A new approach for the three next reports

2026 Access and equity
2027 Quality and learning
2028 Relevance

MAR
2026

Questions

Which countries improved faster, among countries from similar initial point?
What key reasons help explain the progress in fast improving countries?
How do these factors relate to policies identified in research as important?
(with a special emphasis on policies related to equity through financing)
What are implications for a forward-looking **post-2030 education agenda?**

Caribbean
Secondary education
Gender gaps in completion

JUL
2026

SEP
2026

Arab States
Pre-primary education

Morocco, Palestine and Oman

NOV
2026

Africa Spotlight
Primary education

Late enrolment and repetition

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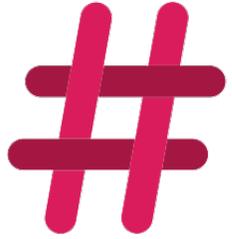
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Lead *for* Learning

Thank you





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