
CCLP
COLLEGIAL CURRICULUM
LEADERSHIP PROGRAM

Unit 1: Effective School Management

Module 2: Head Teacher as a School Leader

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Name: FileN^o:

Date commenced: Date completed:

I have sighted this study guide as evidence of completion of agreed tasks by
.....(insert name)

Assessor: Date:



Module 2. HEAD TEACHER AS A SCHOOL LEADER.

Module introduction

Welcome to Module 2: Head Teacher as a School Leader.

We start this module by looking at indicators of effective schools. Then you assess the extent to which these indicators are relevant in PNG and the extent to which they are evident (visible) in your school. You will then focus on the evidence for your effectiveness as a school leader, thereby making connections between the reform agenda and your role. This module also introduces the concept of the 'critically reflective practitioner' as it invites you to critically assess your own role.

Make sure you have completed the self-assessment in the Unit Introduction before you start this module. As you work through this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.

You do not need access to any other documents to undertake this module.

Module learning outcomes

When you have worked through this module, you can (are able to)

1. describe research evidence of school effectiveness
2. critique school effectiveness research and its relevance to your school
3. analyse school structures and processes in the context of school effectiveness research
4. show how the education reform can be linked to school effectiveness
5. identify evidence of the need for change to your current leadership practice.



If we asked you 'Is your school effective?', you might answer 'Yes' or 'No', or more likely you would say 'In some ways it is'.

So we might rephrase the question and ask 'In what ways is your school effective?' or 'How effective is your school?' or even 'What evidence do you have that your school is effective?'

As we think about these questions, it becomes clear that we need to agree on and be clear about what we mean when we talk about 'effective schools'.

Let's look at what the research says. Most research into school effectiveness has been done in western, developed countries, but there is growing research into school effectiveness in developing countries.

Section 1: Key characteristics of effective schools

Here are several findings from the research. Unless stated otherwise, these researchers are cited in Pennycook, 1993, Sheerens 1999 or the Worldbank website:

1. 'Effectiveness' is related to 'quality'. The concept of quality in education is not easy to define. Hawes & Stephens (1990) believe that quality is shown by:

- (i) efficiency in meeting goals (for example, one major goal might be equity);
- (ii) (ii) relevance to local conditions and needs;
- (iii) (iii) "something more", that is the exploration of new ideas, the pursuit of excellence and the encouragement of creativity.

2. Vulliamy (1987, pp 220-221) says we should always ask "effectiveness for what and for whom?" In the Papua New Guinean context, for example, it may be that a school with relatively poor examination results is providing a relatively better preparation than other schools for those of its students (the majority) who are likely to return home to their villages.

3. Most school effectiveness research uses examination or other test results as the indicator of quality. Nevertheless, according to Singh (1991, p70), research findings and evaluations of development projects suggest the implications for quality schooling are:

- trained teachers make a difference
- class size is not relevant
- the provision of instructional materials is one of the most cost-effective ways of raising the quality of education
- education is most effective if initial instruction uses the mother tongue
- lavish buildings and equipment will not raise quality
- curriculum reform will not necessarily raise educational quality
- examinations are a useful way of monitoring school quality
- healthy well-fed children learn better
- amount of learning time affects educational outcomes
- quality depends on good decentralised education management

4. Vulliamy (1987, p 217) examined how school factors affected secondary school examination results in Papua New Guinea (note that this is only one indicator of school effectiveness). He identified significant factors as:

- 1) quality of teaching
- 2) style of school administration
- 3) extra assistance for weak students
- 4) levels of staff morale
- 5) the provision of basic facilities (such as water and electricity)

The quality of the head teacher is critical.

It is now widely accepted that schools do have important effects. The research suggests that such effects are related not to resource-based school input factors, but rather to school-process factors linked to school climate or school culture. (Vulliamy, 1987, p.217)



5. In a more wide-ranging study including case studies of effective schools in eight countries, Levin & Lockheed (1991) argue that flexibility appears to be the key to effectiveness. They point out that sufficient resources to provide even the most basic conditions for success are often lacking in economically poor countries.

They argue that creating effective schools in developing countries requires three elements:

1. basic inputs,
2. facilitating conditions and
3. the will to change.

The necessary inputs are

- a well-developed curriculum, in terms of both scope and sequence;
- sufficient instructional materials for students;
- adequate time for teaching and learning
- teaching practices that encourage active student learning.

The facilitating conditions are

- community involvement;
- school-based professionalism (which includes the crucial role of the principal in school effectiveness, teacher collegiality and commitment, and autonomy balanced with accountability);
- flexibility in curriculum and organisation.

The will to change includes vision and decentralization.

We know that well-managed, effective schools share several characteristics. They: display an orderly environment, emphasize academic achievement, set high expectations for student achievement, and are run by teachers or principals who expend an enormous amount of effort to produce effective teaching and encourage pupils to learn, no matter what their family background or gender.

6. Haddad et al, 1990 p57 state that few schools in developing countries display these features.

Haddad et al report that many of those who have observed the schooling process in both developed and developing countries conclude that the most important factor governing how well pupils do in school is school management.... several studies have identified headmaster (head teacher) education and experience as important variables that affect pupils' achievement (ibid).

7. A World Bank overview examines effective schools and teachers under eight domains (areas):

Examining Effective Schools and Teachers by domain



Reflecting on each of these findings AND your own experience, list at least 4 characteristics of effective schools in PNG.

- 1
- 2
- 3
- 4
- 5
- 6





In this section we describe factors of school effectiveness which have been identified in the research literature. These factors are not independent of each other. There are various links between them which may help our understanding of effectiveness.

The eleven (11) factors below provide a useful background for those concerned with promoting school effectiveness and improvement, and the processes of school self-evaluation and review.

No	ELEVEN FACTORS FOR EFFECTIVE SCHOOLS	
1	Professional leadership	Firm and purposeful A participative approach The leading professional
2	Shared vision and goals	Agreed purpose Consistent practice Collegiality and collaboration
3	A learning environment	Orderly atmosphere Attractive work environment
4	Concentration on teaching and learning	Maximum learning time
5	Purposeful teaching	Academic emphasis Efficient organisation
		Clear purpose Structured lessons Student-centred teaching
6	High expectations	High expectations all round Communicating expectations Providing intellectual challenge
7	Positive reinforcement	Clear and fair discipline Feedback
8	Monitoring progress	Assessing student performance Evaluating school performance
9	Student rights and responsibilities	Raising students' self-esteem Positions of responsibilities Control of work
10	Home-school partnership	Parental involvement in their children's learning
11	A learning organisation	School-based staff development



The next section expands on each of these eleven factors. Up to four characteristics of each factor are described in detail. As you read about the characteristics of each factor:

- decide if it is relevant to the PNG context;
- if it is relevant, consider how evident it is in your school and/or your own practice;
- record your assessment on the scale below each factor.

For example, factor 1 has three characteristics. Use (a) to record your assessment of the first characteristic, (b) for the second characteristic, (c) for the third one and so on, for example:

(d)	(b)	(c)		(a)
Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident

1. Professional leadership

a) Firm and purposeful leadership

Effective leadership is usually firm and purposeful. (This does not mean tyrannical, bullying or other disrespectful behaviours). As the head teacher is the key agent in the establishment he/she brings about change in many of the factors affecting school effectiveness.

b) A participative approach

An effective head teacher shares leadership responsibilities with other members of the senior staff and involves teachers in decision-making. The larger the school, the greater is the need to delegate leadership responsibilities.

Summing up these two features, effective leadership requires clarity, avoiding both autocratic and over-democratic ways of working, careful judgement of when to make an autonomous decision and when to involve others, and recognition of the leadership role at different levels of the school. Such leadership is also important for the development and maintenance of a common school mission and climate of shared goals.

c) The leading professional

As mentioned earlier, the head teacher is a leading professional. The impact head teachers have on students' achievement levels and progress is likely to operate indirectly rather than directly, by influencing school and staff culture, attitudes and behaviours which in turn, affect classroom practices and the quality of teaching and learning.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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2. Shared vision and goals

Schools are more effective when staff build consensus on the aims and values of the school, and where they are put into practice through consistent and collaborative ways of working and of decision-making. Elements of community as cooperative work, effective communication, and shared goals have been identified as crucial for all types of successful schools.



a) Agreed purpose

Effective schools emphasise the importance of shared vision in raising aspirations and fostering a common purpose. This is particularly important in schools which are challenged to work towards a number of difficult and often conflicting goals. Unity of purpose, particularly when it is in combination with a positive attitude towards learning and towards the students, is a powerful mechanism for effective schooling.

b) Consistent practice

Teachers follow a consistent approach to their work and stick to common and agreed approaches to matters such as assessment and the enforcement of rules and policies regarding rewards and sanctions. Teachers adopt a consistent approach to the use of school curriculum guidelines to ensure a positive impact on the progress of students in the school. Teachers act as positive role models for the students, in their relationship with students and other staff and in their attitude to the school.

c) Collegiality and collaboration

Effective schools tend to have a strong input from staff into the way that the school is run. Student success is greater in schools with a decision-making process in which all teachers feel that their views are represented and seriously considered. Teacher involvement in decision-making and the development of school guidelines is important in creating a sense of 'ownership'.

Not relevant
in PNG

Rarely
evident

Sometimes
evident

Often
evident

Always
evident

3. A learning environment

School effectiveness is also influenced by the organisational climate in which the students work - the learning environment. The particular features of this appear to be orderly atmosphere and an attractive working environment.

a) Orderly atmosphere

Successful schools are more likely to be calm rather than chaotic places. A task-oriented, orderly climate is maintained in the school. Self-control amongst teachers and students is a source of a positive ethos in the classroom. High levels of student noise and movement do not distract student concentration. Schools become more effective as they become more orderly (or rather an orderly environment is a prerequisite for effective learning). This is the most effective way of encouraging the orderly practice of learning and behaviour.

b) Attractive working environment

The school's physical environment can also affect both the attitude and achievement of students. Attractive and simulating working conditions tend to improve morale; and neglected buildings tend to encourage vandalism.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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4. Concentration on teaching and learning

The primary purposes of schools is teaching and learning. These would appear to be obvious activities in an effective school but schools differ greatly in the extent to which they concentrate on the primary purpose. School effectiveness clearly depends on effective classroom teaching.

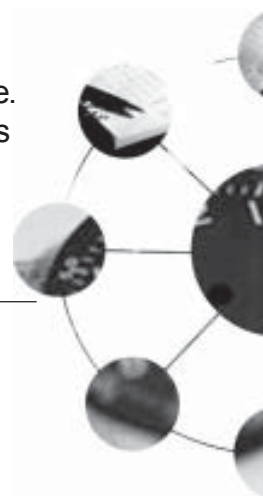
A number of studies have shown that a focus on teaching and learning influences school and teacher effectiveness. In some cases this is shown by measuring teachers' and students' use of time, or by other measures of the school's concentration on the actual process of learning and on achievement. Effective schools and teachers focus on the quality as well as quantity of teaching and learning which takes place.

a) Maximum learning time

The time allocated for teaching is not what counts, but what happens during that time. Nonetheless academic learning time and time on task/activities remain powerful predictors of achievement in schools.

b) Academic emphasis

An important factor influencing academic emphasis concerns teachers' subject knowledge. For example, a teacher's knowledge of subject content is often limited particularly in areas such as mathematics and science. Adequate knowledge is a prerequisite (although not in itself a sufficient condition) for effective teaching and learning.



Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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5. Purposeful teaching

It is clear that the quality of teaching is at the heart of effective schooling. This is partly determined by the quality of the teachers in the school, and as we have seen, recruiting and replacing teachers is an important role in effective leadership. However, high quality teachers do not always perform to their full potential, and teaching styles and strategies are important factors related to students' progress.

In effective schools the outstanding factor that emerges is what we call purposeful teaching. This has a number of elements: efficient organisation, clarity of purpose, structured lessons and student-centred teaching.

a) Efficient organisation

Teachers show that lessons are well organised and are absolutely clear about their objective they want to achieve. The more time teachers spend organising a lesson after it has begun, the more likely it is that they will lose the attention of the class, and risk the loss of opportunity to learn and disruptive behaviour.

b) Clear purpose

In effective schools students always are aware of the purpose of the content of the lessons. Effective learning occurs where teachers clearly explain the objectives of the lesson at the outset, and refer to these throughout the lesson to maintain focus. These objectives are related to previous lessons and to things of personal relevance of the students. The information of the lesson is structured so that it begins with an overview and transitions are signalled. The main ideas of the lesson are reviewed at the end.

c) Structured lessons

Structured teaching and purposefulness in promoting students' progress is vital. The teacher uses effective questioning techniques where questions are structured to focus students' attention on the key elements of the lessons presented. Students improve learning outcomes through systematic teaching methods with open-ended questions, students' answers, followed by teacher feedback. In summary, an effective teacher is one who:

- teaches the class as a whole
- presents information and skills clearly and animatedly
- keeps the session activity task-oriented
- is non-evaluative and keeps instruction relaxed
- has high expectations for achievement (gives more remedial/enrichment work, paces lessons faster, creates alertness)
- relates comfortably to the students, so that they have fewer behaviour problems and nil disturbances.

d) Student-centred teaching

School effectiveness studies show that application of mandated curriculum materials and teaching procedures does not often bring gains in achievement. Student progress is enhanced when teachers are sensitive to different learning styles of students and, where feasible, identify and use appropriate strategies to meet these. In many cases this requires flexibility on the part of the teachers in modifying and adapting their teaching styles.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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6) High expectations

Positive expectations of achievement, particularly amongst teachers, but also students and parents, is one of the most important characteristic of an effective school. However, the relationship between expectation and achievement is not always clear. It can actually work in reverse, with high achievement enhancing the optimism and expectations of teachers. The weight of evidence suggests that if teachers set high expectations for their students, let them know that they are expected to reach them, and provide intellectually challenging lessons to correspond to these expectations, the impact on achievement can be considerable.

a) High expectations all round

The important point as far as teachers are concerned is that low expectations go hand-in-hand with a sense of lack of control over students' difficulties and a passive approach to teaching. High expectations correspond to a more active role for teachers in helping students to learn and a strong sense of efficacy.

High expectations alone can do little to raise effectiveness. They are most likely to have an impact where there is a strong emphasis on academic achievement, where students' progress is frequently monitored and where there is an orderly environment, conducive to learning. In addition, high expectations are more effective when they are part of a general culture which places demands on everyone in the school, so that, for example, the head teacher has high expectations for the performance and commitment of all the teachers in her/his establishment.

b) Communicating expectations

Expectations do not act directly on student performance, but through the attitude of the teacher being communicated to students and the consequent effect on their self-esteem. Reinforcing the success through praise is a key opportunity for communicating high expectations.

c) Providing intellectual challenge

A common cause of under-achievement in students is a failure to challenge them. The implications of this are that when schools have high expectations of the students, they attempt wherever possible to provide intellectually challenging lessons for all students in all classes. This approach is associated with greater effectiveness. Classes where teachers stimulate and challenge students are far more effective.



Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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7) Positive reinforcement

Reinforcement, whether in terms of patterns of discipline or feedback to students, is an important element of effective schooling. All forms of reinforcement have positive impact. Rewards, other positive incentives and clear rules are more likely than punishment to be associated with better outcomes.

a) Clear and fair discipline

Good discipline is an important condition for an orderly climate, but is best derived from 'belonging and participating', rather than 'rule and external control'. For example, too frequent use of punishment can create a tense and negative atmosphere with counterproductive effects on attendance and behaviour.

Indeed, formal punishments are often either ineffective or have adverse effects.

Effective discipline involves keeping good order, consistently enforcing fair, clear and well-understood rules and infrequent use of actual punishment.

b) Feedback

Feedback to students can be immediate (in the form of praise or reprimand) or to some extent delayed (in the form of rewards, incentives and prizes for end-of-year acknowledgements). Praise needs to be specific, based on student achievement, sincere and varied. It needs to use students' own prior accomplishments as a context for describing present accomplishments and to attribute success to effort and ability.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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8) Monitoring progress

Well-established mechanisms for monitoring the performance and progress of students, classes, the school as a whole, and improvement programs, are important features of an effective school. These procedures may be formal or informal. Either way they contribute to a focus on teaching and learning and often play a role in raising expectations and in positive reinforcement. There appear to be particular benefits from active head teacher engagement in the monitoring of student achievement and progress.

a) Monitoring student performance

Frequent and systematic monitoring of the progress of students and classes by itself has little impact on achievement, but can be an important ingredient of the work of an effective school. First, it is a mechanism for determining the extent to which the goals of the school are being realized. Second, it focuses the attention of teachers, students and parents on those goals. Third, it informs planning, teaching methods and assessment. Fourth, it gives a clear message to students that teachers are interested in their progress.

This last point relates to teachers giving feedback to students, which we have discussed under 'Positive reinforcement'.

b) Evaluating school performance

Effective schools monitor student performance and progress at the school level. In discussing leadership, we already mentioned the importance of the head teacher having active involvement and detailed knowledge of the workings of the school, for example, through lesson observations in the classroom. Effective head teachers showed that they practise a range of monitoring procedures, feedback their interpretation of these to teachers at staff meetings and integrate these procedures with evaluation and goal setting.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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9) Students' rights and responsibilities

A common finding of effective schools is that there can be a quite substantial gain in effectiveness when the self-esteem of students is raised, when they have an active role in the life of the school and when they are given a share of responsibility for their own learning.

a) Raising student self-esteem

Levels of self-esteem are significantly affected by treatment by others. In the case of student self-esteem, the attitudes of teachers are expressed in a number of ways: the way that they communicate with students, the extent to which students are accorded respect and feel they are understood; and the efforts teachers make to respond to the personal needs of individual students. Student-teacher rapport can have a beneficial effect on outcomes, and the positive relationship is known to be a dimension linked with success.

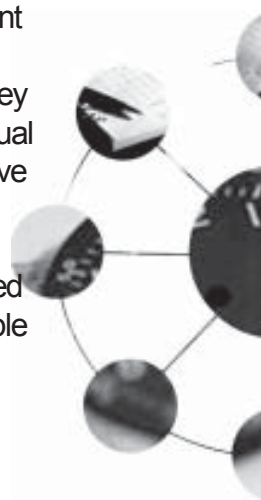
Teacher-student relationships can be enhanced out of the classroom, where there are shared outdoor/ school activities between teachers and students. Here students will feel free or able to consult their teachers about personal problems. This can result in positive effects on learning outcomes.

b) Positions of responsibility

Positive effects on both student behaviour and examination success occur through giving a high proportion of students positions of responsibility in the school system, thus conveying trust in students' abilities and setting standards of mature behaviour.

c) Control of work

Students respond well when they are given greater control over what happens to them at school, enhancing a number of outcomes. There are positive effects when students are encouraged to manage their work independently of the teacher over short periods of time, such as a lesson or an afternoon.



Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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10) Home-school partnerships

Under the Education Reform, the home has to be the starting point for the learning, therefore it must follow that supportive relations and cooperation between home and school will have positive effects.

Home support will definitely have greater impact on student attendance and learning. Parents' involvement in their children's study will enhance this progress.

a) Parental involvement

The actual mechanisms by which parental involvement influences school effectiveness are not entirely clear. It might be that where parents and teachers have similar objectives and expectations for students, the combined support for the learning process can be positive forces for improvement.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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11) A learning organisation

Effective schools are learning organisations, with teachers and senior managers continuing to be learners, keeping up-to-date with their subjects and with advances in understanding about the Education Reform and its effective practice. We use the term 'learning organisation' in a second sense which is that learning has most effect when it takes place at the school itself or is school-wide, rather than specific to individual teachers. Learning organisation provides a helpful review of the features of a learning school which stresses the need for learning at five inter-related levels: student, teacher, staff, leadership and organisational learning.

a) School-based staff development

Effective schools identify and plan effective school-based inservices that have positive effects on outcomes when they are attended for a good reason. The importance of this training being tailored to the specific needs of staff and being an integral part of a collaborative educational environment is stressed.

Not relevant in PNG	Rarely evident	Sometimes evident	Often evident	Always evident
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Having said all this, we feel that enhancing academic outcomes and fostering student learning and progress remain crucial tests of effective schooling. For this reason, identifying the factors that link to effectiveness, especially academic effectiveness is important in making informed judgements about schools.



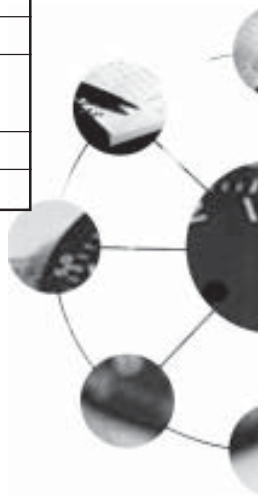
You now need to pull together your 26 individual assessments to get a picture of the extent to which your school shows the characteristics of an effective school. Here are three methods. Use one of these methods or design your own way of summarising your assessment.

1. In this table, mark the highest and lowest assessment you made for each factor and then join them with a line. This will let you see the pattern (ie position and spread) of your assessments.

	Rarely evident	Sometimes evident	Often evident	Always evident
eg	←————→			
Professional leadership				
Shared vision and goals				
A learning environment Concentration on teaching and learning				
Purposeful teaching				
High expectations				
Positive reinforcement				
Monitoring progress				
Student rights and responsibilities				
Home-school partnership				
A learning organisation				

OR

2. Complete this bar graph to show the number of assessments you made at each level:



OR

3. Record each assessment (eg 1a, 1b) in the corresponding quadrant to show the pattern of your assessments:



From this you can see in the top right quadrant those factors in which your school is effective. (Conversely those in the bottom left-hand quadrant show areas to which you need to pay attention).



Using whichever method you chose to record your assessment, now write a 3-4 sentence summary of (your assessment of) the extent to which your school is effective.

If you identified any characteristics as not relevant to the PNG context, list them here and give a brief explanation of your reason/s.

If you think there are other factors or characteristics not included in the table that are more relevant to the PNG context, list them here and give a brief explanation of your reason/s.

Section 2: Head teacher as the 'leading professional'



As head teacher you are also a professional leader playing a leadership role. Leadership as quoted by Office for Standards in Education (OFSTED) 1995: is: 'Leadership is not simply about the quality of individual leaders although this is, of course, important. It is also about the role that leaders play, their style of management, their relationship to the vision, values and goals of the school, and their approach to the change'.

They go on to say that: 'An effective head teacher is in most cases not simply the most senior administrator or manager, but is in some sense a leading professional. This implies involvement in and knowledge about what goes on in the classroom, including the curriculum, teaching strategies and the monitoring of students' progress.'



Assess yourself as a 'leading professional'. As the 'leading professional' in your school, make a list of what you actually do now. You might like to do this in the form of an advertisement for someone who can fill your own position, eg Wanted, Head teacher who can:....

Hint: This should include what goes on in your classroom/s, the curriculum, teaching strategies, monitoring of student progress, and relations with community members etc.

Now, from what we have already discussed, list the changes you would like to make compared to what you are already doing.

Hint: These should be new ideas you have gained that you think will help you do better as the 'leading professional in your area of responsibility.

Now lets continue looking more closely at the head teacher role.



a) What is the core purpose of the head teacher?

Well, the head teacher is the leading professional in the school. Working with the BoM/ Governing body, the head teacher must provide vision, leadership and direction for the school and ensure that it is managed and organised to meet its set objectives. With the BoM/Governing body, the head teacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all;



for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the school's objectives. The head teacher also secures the commitment of the wider community to the school, including through developing and maintaining effective networks, for example with other local schools, the provincial government, local level government, higher education institutions, parents and others. The headteacher is responsible for creating a productive, disciplined learning environment and for the day-to-day management and organisation of the school, and is accountable to the Provincial Education Board (PEB).

In this section we will spend some time unpacking each of these purposes and looking at indicators (evidence) of the extent to which the purpose is being achieved now.



Read six indicators of effective school leadership described below. (For the next activity, you need to ask the BoM chairperson, and one or more teachers to do this with you.)



For each indicator, you, the chair of the school BoM, and one or more teachers should assess the school's current situation in each outcome area. Record each assessment on the scale below each statement. Use H for headteacher, P for BoM Chair and T1 etc for each teacher.

eg

	T1	H, T2	P
Not evident	Evident in some indicators	Evident in most indicators	Evident in all indicators

b). What are the key outcomes of the head teacher?

Effective headship results in an effective school in which:

i. there is a positive ethos or culture, which reflects the school's commitment to high achievement, effective teaching and learning and good relationships; staff, BoM/ Governors and parents have confidence in the leadership and management of the school; staff, BoM/Governors recognise the school's success and contribute fully to the development and successful implementation of school policies and practices; the life of the school and the curriculum effectively promote students' spiritual, moral, social and cultural development;

	Evident in some indicators	Evident in most indicators	Evident in all indicators
Not evident			

ii. teachers know and understand the subjects they teach; they set high expectations for students; they plan lessons to meet the needs of all students in the class; they use effective approaches, methods and skills; they pace lessons appropriately, using time and resources effectively; they regularly assess student's work and reinforce and extend students' learning and achievement through setting consistent and challenging homework; they manage students well and achieve high standards of discipline; and their work is systematically monitored, evaluated and supported;

	Evident in some indicators	Evident in most indicators	Evident in all indicators
Not evident			

iii. all students progress to expected or better than expected levels; they improve their academic achievement; they know the purpose and sequence of activities; they are enthusiastic about the subject they are studying and are highly motivated to learn more; and through their attitudes and behaviour they help maintain a purposeful learning and working environment;

Not evident	Evident in some indicators	Evident in most indicators	Evident in all indicators
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iv. parents enjoy an effective partnership with the school; they understand and support the work of the school; and they are kept fully informed about their child’s achievements and know how they can support and assist their child’s progress;

Not evident	Evident in some indicators	Evident in most indicators	Evident in all indicators
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v. BoM/Governors fulfil their statutory responsibilities; hold the school to account for the quality of education it provides and the standards students achieve;

Not evident	Evident in some indicators	Evident in most indicators	Evident in all indicators
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vi. efficient and effective use is made of staff and resources; financial control and school administration are effective and the development plan is carefully costed and focused on improving educational outcomes.

Not evident	Evident in some indicators	Evident in most indicators	Evident in all indicators
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Look back over the pattern of assessments that you have recorded (You can do this on your own, or you can involve the other ‘assessors’ – their involvement will enrich your reflections).

What patterns can you see in the assessments?

List the areas (i–vi) where there are fairly uniform assessments.



List the areas which show the greatest variation in assessments.

What patterns can you see in the variations (eg Teacher 1 always assesses higher than the others; you have assessed certain factors higher than all the others)?



Share your reflections with 2 – 3 other head teachers. Identify up to 3 areas of common concern and other areas where you can offer advice and assistance to your colleagues.

Areas of common concern	Areas where I can assist



c). The head teacher’s professional knowledge and understanding

To carry out your responsibilities effectively, as the head teacher, you need specific professional knowledge and judgement and a range of leadership, management and personal skills and attributes. These are applied across five key areas of responsibility:

- Strategic direction and development of the school
- Teaching and learning
- Leading and managing staff
- Efficient and effective development of staff and resources
- Accountability

The following areas of knowledge and understanding are relevant to all schools, although some aspects will need to be interpreted differently according to the phase of development, size and type of school. Head teachers’ expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of responsibility.

Effective head teachers know and understand:

- i. what constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students’ achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
- ii. how to use comparative data, together with information about students’ prior attainment, to establish benchmarks and set targets for improvement;
- iii. requirements and models for the curriculum and its assessment;
- iv. effective teaching and assessment methods,

- v. political, economic, social, religious and technological influences which have an impact on strategic and operational planning;
- vi. leadership styles and practices and their relevance in different contexts within the school;
- vii. management, including Teaching Service Commission (TSC) and Education Acts, equal opportunity and gender equity, personal, external relations, finance and change;
- viii. the national policy framework, its mission and the complementary roles and functions of the TSC, provincial government and BoM/Governors;
- ix. (and increasingly) the application of information technology to teaching and learning and management

d). Head teachers' skills and attributes

1. Leadership skills, attributes and professional competence: the ability to lead and manage people to work as individuals and as a team towards a common goal.

Effective head teachers can:

- i. secure commitment to a clear vision for the school;
- ii. initiate and manage change and improvement in pursuit of strategic objectives;
- iii. prioritise, plan and organise;
- iv. direct and co-ordinate the work of others;
- v. build and support a high-performing team;
- vi. work as part of a team;
- vii. devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- viii. motivate and inspire students, staff, parents, BoM/Governors and the general community;
- ix. set standards and provide a role model for students and staff;
- x. seek advice and support when necessary;
- xi. deal sensitively with people and conflicts;
- xii. use appropriate leadership styles in different situations and understand their likely effects.

Effective head teachers have:

- i. personal impact and presence;
- ii. resilience;
- iii. adaptability to changing circumstances and new ideas;
- iii) energy, vigour and perseverance;
- iv. self-confidence;
- iv) reliability
- v. enthusiasm;
- vi. intellectual ability;
- vii. integrity;
- viii. commitment



Effective head teachers can:

- i) command credibility and influence others;
 - ii) give professional direction to the work of others;
 - iii) apply good practice from other sectors and organisations.
2. Decision making skills: the ability to investigate, solve problems and make decisions.

Effective head teachers can:

- i) collect and weigh evidence, make judgements and take decisions;
 - ii) analyse, understand and interpret relevant information and data;
 - iv) make informed use of inspection, investigation and research findings;
 - iii) think creatively and imaginatively to solve problems and identify opportunities;
 - iv) demonstrate good judgement.
3. Communication skills: the ability to make points clearly and understand the views of others

Effective head teachers can:

- i) communicate effectively orally and in writing with a range of audiences;
 - ii) negotiate and consult effectively;
 - iii) manage an effective communication system;
 - iv) chair meetings effectively;
 - v) develop, maintain and use an effective network of contacts.
4. Self-management: the ability to plan time effectively and to organise oneself well.

Effective head teachers can:

- i) prioritise and manage their own time effectively;
- ii) work under pressure and to deadlines;
- iii) be self motivating;
- iv) set and achieve challenging professional goals;
- v) take responsibility for their own professional development.



This can appear a daunting list for any one person. Think about those areas in which you have strengths and those where you would like to develop better skills. In this table, select two areas which you believe are your strongest skills now and write 'Strength' in the second column. Write 'Area for development' in the two remaining spaces in the second column. Then give an example in the third column of how you have used (well or poorly) each skill area recently.

Skills and Attributes	Self-assessment	Recent example
Leadership skills		
Decision making skills		
Communication skills		
Self-management		

Section 3: Setting the school mission and goals



The head teacher is the chief executive of the school and accountable for the school's success or failure.

A head teacher without a set school mission statement and goals is like a ship out in the open sea with a captain who doesn't know the purpose of him/her being the leader of all the crew on board. A manager of any organisation in the private or public sector must have a clear knowledge of the purpose he/she is there for. The general purpose of that organisation is often clearly expressed in the form of a 'mission statement'.

It is through the mission statement and goals that the direction and destination of the school's activities are guided. A clear and precise short-term goals will make long-term aims feasible. The teachers, children, parents, BoM/Governors and agencies are all equal players in the school. In this cause, these groups of people have to be part and parcel of the designing of the mission and goals for the school.



Does your school have a mission statement? Yes No

If Yes, write it here, and describe briefly the process used to develop it.

If No, read these steps for developing a mission statement

Before the head teacher designs the school mission statement and goals in consultation with the staff s/he has to consider the:

- i) National goals outlined in the National Curriculum Statement and the National Assessment and Reporting Policy so that the school's mission statement reflects these;
- ii) purpose of the school;
- iii) curriculum to be used to meet students' needs
- iv) availability of resources (skilled teachers, finance, equipment, buildings and basic materials);
- v) school's atmosphere;
- vi) values the school wants to promote;
- vii) ways to develop a child towards sustainable life after completing his/her schooling;

The draft piece of documentation can be used for discussion by the staff with BoM/ Governors and other agencies for their input. The final one can then be documented neatly and distributed to interested groups and stakeholders.

Note: Developing a mission statement is not part of this unit, but you may wish to use these steps if you want to develop one for your school.

Module Summary

Congratulations! You have reached the end of this module.

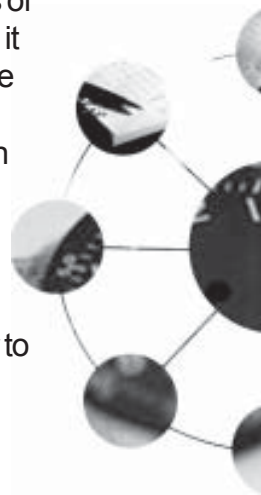
You have examined the research evidence about effective schools and assessed your own practice against the research. You have examined the role of the head teacher as the 'leading professional'. The knowledge, understandings, insights and skills that you have developed and your reflections should help you to perform better in your work context.

Now that you have completed the module, check whether you think you have achieved the outcomes of this module. The outcomes are reproduced below.

Can you:	Yes/No/Not sure
describe research evidence of school effectiveness?	
critique school effectiveness research and its relevance to your school?	
analyse school structures and processes in the context of school effectiveness research?	
show how the education reform can be linked to school effectiveness?	
identify evidence of the need for change to your current leadership practice?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support your answer. If you have said 'No' or are unsure of any, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks. Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

In the module introduction on page 2, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.



Additional space for your notes

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