Module 1 Part I
IMPACTFUL SCHOOL LEADERSHIP

Ministry of Education
and
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Module writers

Maeregu Biyabeyen (Asst. Prof., Kotebe Metropolitan University)

AlemuTesfaye (GEQIP-E Consultant, Ministry of Education)

Dr Ayene Tamrat (Asst. Prof., Mekele University)

Legas Ahmedin (Expert, Amhara Education Bureau)

Abreham Gemechu, (Lecturer, Jimma Teachers Training College)

Acknowledgements

Disclaimer

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Acronyms and Abbreviations

ADKAR	Awareness, Desire, Knowledge, Ability, and Reinforcement
CfBT	Centre for British Teachers
COVID	Coronavirus Disease
DCSF	Department for Children, Schools, and Families
E.C.	Ethiopian calendar
ESDP	Education Sector Development Program
MoE	Ministry of Education
ICT	Information Communication Technology
OECD	Organisation for Cooperation and Development
REB	Regional Education Bureau
TDP	Teacher Development Programme
UNDP	United Nations Development Programme

A Guide to the Symbols

Use these symbols to guide you through the module

Individual learning/self-study

Face-to-face support

Reading / notes

Tasks

Group work

Peer/mentor discussion

Portfolio   Prompt to add evidence into Portfolio

Definitions of key terms

Participant/ trainee
A person attending as part of their professional development as a school leader or an aspiring leader.

Trainer
A person responsible for delivering face-to-face content and sessions.

Coach
A person who provides support in face-to-face sessions, school-based activities, peer sessions, and in the completion of the evidence portfolio.

Coachee/ mentee
A participant (as above).

School leader
Someone who has the necessary leadership knowledge, skills, and attributes to lead students, teachers, communities, and other partners towards the achievement of the school's goals.

Diversity
Observable/identified differences between individuals/groups (how people perceive themselves or are being perceived) E.g., gender, ethnicity, place of origin, home language, disability status etc.

Effective/ impactful school leader
A leader who motivates and inspires students, teachers, communities, and other concerned partners to act together to achieve the school's goals.

Inclusion
An ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (see UESCO 2003, Cerna 2020).

Learning from international experience
The review and application of successful international practices of school leadership.

Leading learning
The process of applying school leadership skills, behaviours, and characteristics to mobilise all available resources to improve and sustain the quality of the teaching-learning process.

Leadership behaviour
Actions and characteristics that the leaders use to lead the school.

Self-assessment (review)
The practice of school leadership reflecting on evaluating their practice using assessment tools (examples of which are presented in this module as an annexe).

1. Module I Part I. Introduction

Globally, school leadership has become a priority in the continuous school improvement agenda. It is accepted that effective school leadership is a key factor to contribute to improved student learning outcomes. To realise school improvement, **school leaders** should have the know-how and skills for influencing, motivating, and building the capacity of teachers to improve the quality of teaching and learning, in addition to creating a conducive and inclusive school environment and strengthening the school–community relationship.

Impactful school leaders are those who can establish and realise the goals of the school and promote equity of education in the context of their schools. Therefore, school leaders should not only possess the required knowledge and skills to lead schools but should also be able to apply them to improve the school and learning outcomes.

Research and the international context show that the role of the school leader is critical to improving learning outcomes and that the success of the school largely rests upon them. Thus, it is important to recognise that leadership is not only about having the required knowledge and skills but also the ability to apply these in the school context by deploying a cycle of review, planning, and targeted action.

Module 1 is in two parts – Module 1 Part I and Module 1 Part II. Module 1 Part I is the first of four modules which combine to form the **Foundational School Leadership Programme** for leaders and aspiring school leaders in Ethiopia.

Before we start on Module 1 Part I, below are the key features of the School Leadership Training Programme.

1.1 The Competency Framework

The competency framework is the foundation for all the learning and assessment conducted throughout the programme. Research evidence shows that school leaders who develop, embed, and sustain a set of key leadership competencies can deliver sustainable improvements to teaching and learning in schools.

This set of competencies sits at the heart of the School Leadership Training Programme. The competencies align with the Ethiopian Professional Standards for Principals and reflect the expectations of the National General Education Inspection Framework. This ensures that there is a single coherent and consistent set of expectations for school leadership development.

The content of the four leadership training modules links explicitly with the competency framework. There are five key competencies, each broken down into a set of observable sub- competencies which describe specific actions/behaviours. Please refer to your School Leadership Handbook for a full version of the competency framework.

Competency 1	The school leader will demonstrate their commitment to driving improved student outcomes and increasing the inclusion of all students
Competency 2	The school leader will promote a culture of continuous, self-sustaining school improvement
Competency 3	The school leader will model and guide leadership for learning for the inclusion and safety of all students
Competency 4	The school leader will use evidence to plan, implement, and review improvements in inclusion and learning
Competency 5	The school leader will work collaboratively with all stakeholders to drive school and system improvement

You will use these competencies to develop and check on your progress (see the progress tracker tool). They will help you to self-assess, discuss progress with your peers, and to work with your coach/mentor to formally assess your progress.

1.2 The Professional Portfolio

You will be provided with a folder to capture your learning against the competency framework. You will file, for example, your self-assessments against the tracker, your reflections, your peer discussions and any formal observations, conversations, and assessment from or with your trainer. You will also submit evidence of your learning and development.

The portfolio is the basis on which you will be finally assessed. You will be given help in compiling and submitting your portfolio, and you will submit the completed portfolio at the end of the programme.

Your portfolio work for this Module should be structured according to the competency framework given above. The following table sets out the structure of the portfolio, which will be the basis for the end-of-Module assessment.

1.3 The Training Model

To implement the module, the **70%-20%-10%** content delivery model is used.

70% of the content comprises practice-based (school-based) activities and tasks which are completed by the participant as a leader in the school, supported by a designated coach/mentor. The tasks carried out in school are recorded and attached to the school leader's professional portfolio.

20% of the content comprises feedback and shared experiences from peers, either in school, in professional learning communities, or in face-to-face training.

10% of the content is delivered through face-to-face input supplemented by

further reading, written assignments, and/or exemplifications. During face-to-face sessions, the coach/mentor facilitates and supports participants' learning.

Each module starts with face-to-face group training. This training is led by a dedicated trainer.

The practice-based training model employed in this programme is set out in the picture below.
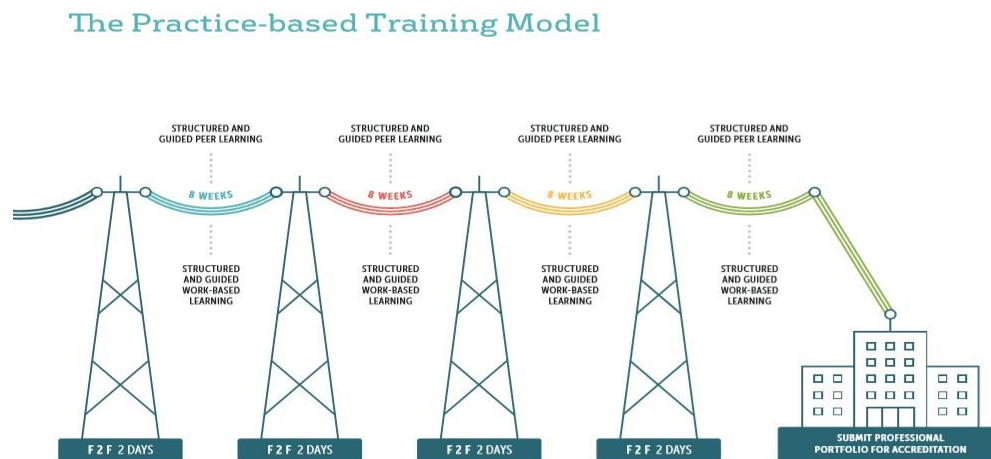
Figure 1: The Practice-based Training Model

1.4 Face-to-Face Facilitated Professional Learning

To support school leaders to lead learning and to deliver improvements to teaching and learning, the programme will provide experiences and insights gained from research, effective practice, and professionals in role support. The School Leadership Training programme provides each of the elements. Each session is practical, experiential, and relevant to the school leader's role.

The focus here is the design and delivery of **face-to-face input and support.**

1.5 Session Structure

The basic structure of the sessions is set out in Figure 1. The structure of each day allows participants guided by a lead trainer to:

- Benefit from new learning/ insights and research (Instruct phase);
- Discuss, explore, and experience this learning with peers (Try phase);
- Reflect on the application of this learning to their school environment (Apply phase);
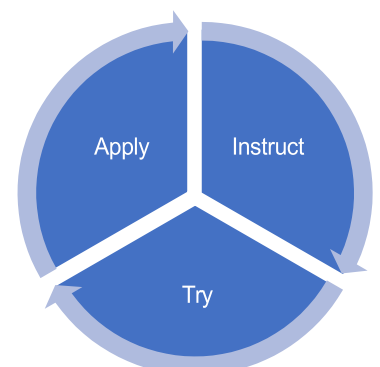
Figure 2: Session structure: 'Instruct -Try -Appy'

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- Create draft plans and commitments to apply the insights on their return to school using their Professional Portfolio (Apply phase); and,
- Share and discuss these plans, seek advice, and secure support to implement plans from their school-based coach-mentor (School Supervisor)
- There will be an opportunity to look back on the learning from the previous modules, celebrate achievements and plan the next steps.

1.6 Individual and Peer Learning (4 weeks)

Participants will be supported and guided through specific tasks and activities, including
- Activity that is part of on-the-job learning;
- Individual reflection on learning;
- Self-study and reading; and,
- Reflection and sharing of practice through peer learning communities.

1.7 Professional Development Support

Participants will be supported by a coach/mentor (School Supervisor) in face-to-face and school-based activities. This support will be provided either in person or through available technologies.

The coach/mentor will support by providing insights, suggestions, and feedback to support the participant in completing the professional portfolio through:

- 70% school-based (self-learning) activities.
- 20% practical experience, and learning from structured peer-to-peer learning; and
- 10% self-development learning (from case studies, notes, and further reading provided).

The coach/mentor will use the assessment strategies listed below to evaluate the performance of the participant/ trainee.

- Evaluation of the trainee's portfolio.
- Evaluation of participant self-evaluation.
- In-school observation of instructional leadership capacity.
- Performance-based evaluation and assessment.
- Reflection and sharing of significant changes (achievements).
- Professional learning conversations.

1.8 Module 1: Part I Roadmap of 4 weeks Individual and Peer Learning

Module 1 Part 1	Weeks 1-4	Individual activities: completed in your school:	Peer activities:
	During weeks 1-2	(Go through learning linked to Unit 1) • Revisit your learning from the F2F sessions • Review research on effective leadership from Ethiopian and international practices and reflect on how you can connect global leadership practices in your school. • Read case studies/scenarios, complete tasks and make notes. • Discuss with staff the vision for the school and draw up a communication plan to identify which stakeholders you will engage. • Draft a plan to overcome challenges to your leadership. • Reflect on how you can effectively organise your time	Discuss with peers how you understand effective leadership. Discuss with peers what you can do to support a more inclusive approach for the diverse groups in your school. Agree on your next steps.
	During weeks 3-4	(Go through learning linked to Unit 2 and Unit 3) • Revisit your learning from the F2F sessions • Read case studies/scenarios, complete tasks and make notes. • Reflect on the barriers to inclusion and the diverse groups in your school • Reflect on your relationships with staff, teachers, students, parents and other stakeholders. How can these be improved? • Draft action plans to improve inclusion/ diversity	Share updates with peers on your work with staff on creating a vision. Discuss with peers how you can build/collaborate with others to promote inclusive practice and diversity in your school Discuss the next steps and plans.

1.9 Module 1 Part I Summary

School Leaders have a leading and influential role in schools and communities. The values and vision you have determine the success of your school. The purpose of this module is to build on your existing knowledge, skills, and competencies to ensure that the school delivers high-quality, effective, and inclusive teaching-learning that benefits every learner.

This module will support you in leading for learning; strengthening collaboration with parents and other stakeholders to improve inclusion and promote diversity for all, including addressing issues of equity, gender, and inclusiveness.

Module 1 Part I comprises three units, delivered across three face-to-face days.

Unit 1 – Leading Learning

Unit 2 – Understanding and managing diversity

Unit 3 – Strengthening collaboration to improve inclusion and promote diversity.

Face-to-Face Facilitated Professional Learning

➢ **Day 1 key themes**

- The participants will develop their understanding of effective leadership drawn from research.

- Understand how effective school leadership behaviours contribute to continuous school improvement.

- Understand what is expected of school leaders.

➢ **Day 2 key themes**

- Understand how instructional leadership can develop the capacity of all staff.

- Understand the importance of setting a clear direction and vision for the school.

- Understand how instructional leadership builds the capacities of teachers and staff.

- Understand the barriers and strategies to effective leadership.

➢ **Day 3 key themes**

This day focuses on developing an understanding of diversity and strengthening collaboration with parents and other stakeholders to improve inclusion and promote diversity for all. The key topics are:

- Understand and manage diversity in the school

- Strengthening collaboration to support school improvement

- Gender equality, inclusion and diversity in school

- Creating an inclusive environment to accommodate and manage diversity.

1.10 Module 1 Part I Outcomes

Module Outcomes for Day 1:

The key questions for Day 1 will be: What do we need to do to be an effective leader? The learning outcomes for Day 1 are as follows:

Day 1: School leaders will

A. Understand and apply effective leadership behaviours that contribute to the improvement of learning outcomes.

B. Review school leadership practices in Ethiopia.

C. Apply global school leadership practices to improve school performance within a local context.

Module Outcomes for Day 2:

The learning outcomes for Day 2 are as follows:

Day 2: School leaders will

A. Lead the diagnosis and setting of clear school direction and vision.
B. Lead instruction to build the capacities of teachers and staff.
C. Exercise professional school leadership skills to ensure that effective school leadership will contribute to continuous school improvement.

Module Outcomes for Day 3:
The learning outcomes for Day 3 are as follows:

Day 3: School leaders will

A. Understand how to create an inclusive environment to accommodate diversity.
B. Recognise the importance of inclusion and equity to improve learning outcomes for all students…etc.
C. Evaluate the attitudes and barriers to parental engagement in schools and create an inclusive environment.
D. Address these barriers and strengthen the relationships between the school and stakeholders to sustain school improvements.
E. Design mechanisms to mobilise the community in securing resources and other support.

The objectives for Module 1 Part I, Day 1, Day 2 and Day 3 link to the:

- School Leadership Training Programme Competency Matrix;

- National General Education Inspection Framework; and,

- the intersessional follow-up activities in school.

2. Unit 1: Leading Learning, First F2F Day

Your trainer will guide you through all the content and activities across all the units during your 3 x F2F days and guide you through the activities you will do back in your school and with your peers.

The first and second days of face-to-face training focus on Unit 1. The third day of face-to-face training focuses on Units 2 and 3.

Unit Introduction

International evidence demonstrates that the quality of school leadership has a direct impact on student outcomes. Leadership plays a key role in improving outcomes by influencing the motivations and capacities of teachers, and by creating a conducive and inclusive school environment for all.

This unit focuses on the practices of school leadership in leading learning at the school level. It is comprised of seven subtopics.

Subtopics 1 to 4 are covered on Day 1. These are the subtopics below:

1. Leadership in education in Ethiopia;
2. Learning from international practice;
3. Professional school leadership and management;
4. Expectations, standards and competencies for school leaders;

Subtopics 5 to 7 are covered on Day 2. These are the subtopics below:

5. Instructional leadership;
6. Setting direction, school vision and mission;
7. Analysing and diagnosing school leadership challenges.

Each of these topics provides the opportunity for participants to undertake:

- Additional reading and research;
- Exploration of global effective school leadership; and
- Action planning and review.

Expected Outcomes

Recall the Day 1 Module Outcomes given earlier.

A. Understand and apply effective leadership behaviours that contribute to the improvement of learning outcomes.
B. Review school leadership practices in Ethiopia.
C. Apply global school leadership practices to improve school performance within a local context

Topic 1: Leadership in Education and School Leadership in Ethiopia

Session 1: Leadership in Education

It is important that we all have a good understanding of what we mean by educational leadership. What does this look like in school? For teachers? For the students? For the parents?

Understanding leadership in education (Total 30 mins)

Individual Activity:

Think carefully on your own to start with and make a list of what you understand by the term **'educational leadership'.** Then read the following extract and compare your list with the themes in the text.

> High-quality, impactful leadership in education is about setting directions and keeping progress on track – charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance. It is about developing people. This means providing teachers and others in the system with the necessary support and training to succeed. It is making the organisation work through ensuring that the entire range of conditions and incentives in districts, sectors and schools fully supports rather than inhibits teaching and learning. (Leithwood et al., 2004)

Discuss in a group: What are the differences between your list and the ideas in the text? What needs to be developed further in your own practice and in the practice of educational leaders in general?

Individual activity: Make a new list of what you understand by the term 'educational leadership', informed by your reading and discussion.

Discuss in a group: Use your list to agree with your group on a new list. Share your joint list with the other groups.

Trainer should note the ideas on flip chart paper, which will be referred to later in the session.

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Exploring effective leadership (Total 45 mins)

Individual Activity:

What do you understand by the term **'effective' school leadership**? To help you answer this, can you think about any effective leaders that you have worked with or effective leaders outside of education? What skills, characteristics, and attitudes, also known as competencies, are important for a leader to develop and demonstrate to be effective? Write in the space below.

Discuss in a group:

Discuss the characteristics (qualities, skills) and competencies that you think an effective leader in education should have in Ethiopia. Make a note of these for 5 minutes and then share your ideas with a partner. Modify your lists and then share your ideas with another pair. Agree on a list between the four of you so that you can share this with the whole group. Take some feedback and create a list on a flip chart capturing all of the thoughts from the participants.

School Task: Evaluating effective leadership (20 mins)

a. Evaluate your leadership practices according to the characteristics you have listed above. Which ones do you feel you already have? Make a note in the space below.

b. How have you practically applied leadership characteristics in your school settings?

c. Read the following passage and reflect on some of these characteristics. Which do you think you may have, and which do you need to develop?

Avolio and Gordnor (2005) identified some of the characteristics of effective instructional leaders. These are high energy, assertiveness, ability to assume the initiative, openness to new ideas, tolerance of ambiguity, a sense of humour, analytic ability, a practical stance toward life, referent power, strong motivation, and high self-esteem.

Adair (1983) has also identified five distinguishing leadership characteristics:

- *Achievement*: A leader's need to achieve is essential to complete difficult projects, obtain work and educational experiences, and to start and finish projects.

- *Ambition*: A leader's ambition drives learners to set challenging goals to achieve.

- *Energy*: A leader focuses energy on successfully handling an intense and demanding project.

- *Tenacity*: A leader demonstrates staying power in completing difficult projects and overcoming sizeable obstacles.

- *Initiative*: A leader is proactive rather than reactive, seizing opportunities and not hesitating to initiate action to correct identified problems.

Session 2: School Leadership in Ethiopia

Highlighting school leadership practices in Ethiopia

> **School leadership practices in Ethiopia**
>
> Educational leadership has been an integral part of the Ethiopian traditional education. Nonetheless, the nation's school leadership evolution started with the deployment of the first principal in an Ethiopian western-type school a century and a decade ago. Since then, Ethiopian school leadership has evolved through seven distinctive phases: principalship evolved into a separate position; Ethiopians replaced expatriate staff; principal preparation initiated, albeit with enlargement of the task; principals' preparation reduced; principalship de-professionalised; principals' preparation re-emphasised; and PGDSL preparation started. During the evolution, the dominant model of decision-making for initiating school leaders' development programs was political command. (Tesfaye, 2019)
>
> Currently the educational management is decentralised to create conditions for the expansion, enrichment, and improvement of the relevance, quality, accessibility, and equity of education and training. (MoE, 2013)

School Task and PLC activity:

Please search out and read school inspection reports, as well as reports by the MoE and NGOs, that particularly refer to school leadership, and then in small groups in your PLC, answer the following questions and reflect on your own journey.

a. Describe the development of school leadership practices in Ethiopia.

b. Based on your experience, what types of leadership practices have generally been exercised in Ethiopian schools?

A scenario on primary school leadership practices (45 mins)

Read the following scenario and put your responses in the spaces provided below.

In one of the regions of Ethiopia there were three primary schools that had a similar number of staff with similar experiences and qualifications. But the differences that were observed in the schools were the types of leadership styles employed by the leaders of the schools. The leadership styles were situational, autocratic, and laissez-faire leadership, which were being used by leaders whose names are Hidasie, Abay, and Mission respectively. Moreover, these leaders were also of similar age, qualifications, and experience. All of them have a first degree in Educational Planning and Management. However, at the end of the year, the leaders who were leading their workers using participative and autocratic leadership were not as successful as they were expected to be. Hidasie was the only one who reported a very good performance, while Mission's performance was medium and Abay performed badly.

Peer activity: With a partner in this session:

a. Explain why you believe Hidasie's and Mission's schools were able to achieve their goals.

b. If you were Abay, how would you improve the low performance of the school?

c. Reflecting on the practice and the leadership styles used by Hidasie, highlight where your leadership style matches that used in the school.

Session 3: Leadership styles and behaviours (45 mins)

In the first extract below, you will see four different *leadership styles* as identified by Bass (1985): situational leader, autocratic leader, laissez-faire leader, and transformational leader.

In the second extract, you will see four different *leadership behaviours:* Supportive, directive, participative and achievement-oriented.

Peer activity: With a partner in this session:
Read this and work with a partner to note down some of the keywords or phrases that resonate with your understanding of effective leadership behaviours.

Make notes of the key ideas and principles of leadership styles in your portfolio from your reading.

A **situational** leader is a leader who acts according to the needs of a particular situation. An **autocratic** leader, on the other hand, is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers, focusing his/her attention on the product instead of making human needs the centre of attention. **Laissez-faire** leadership is the direct opposite of autocratic leadership. Instead of a single leader making all decisions for an organisation, group, or team, laissez-faire leaders make few decisions and allow their staff to choose appropriate workplace solutions. A **transformational** leader employs democratic and participative leadership which is exercised by impactful leaders by involving employees in the managerial tasks and giving guidance and support. As articulated by Bass (1985), four factors (Four I's) characterise the behavior of transformational leaders: 1) **Individual consideration** – is characterised by giving personal attention to members who seem neglected. 2) **Intellectual stimulation** – is characterised by enabling followers to think of old problems in new ways. 3) – **Inspirational motivation**
– is characterised by communicating 'high performance expectations through the projection of a powerful, confident, dynamic presence that energizes followers, and 4)
– **Idealised influence –** is characterised by modelling behaviour through exemplary personal achievements, character, and actions.

I. **Supportive** leader behaviour is 'behaviour directed towards the satisfaction of subordinated needs and preferences, such as displaying concern for subordinates' welfare and creating a friendly and psychologically supportive work environment' (House 1996, Lyons & Schneider 2009).

II. **Directive** leadership is telling subordinates what is expected from them and showing how to perform jobs assigned to them. 'This includes giving subordinates schedules of specific work to be done at a specific time, guidance, clarifying policies, and procedures' (McColl-Kennedy & Anderson2002:47-52).

III. **Participative** leader behaviour is behaviour 'directed towards encouragement of subordinates and taking their opinions and suggestions into account when making decisions' (see also Huang, Iun, & Gong 2010:122-143).

IV. **Achievement-oriented** behaviour is a style directed towards motivating performance in 'setting challenging goals, seeking improvement, emphasising excellence in performance, and showing confidence that subordinates will attain high standards of performance' (Kickul & Neuman 2000:27-51).

Make your notes here:

Portfolio
Note the key ideas and principles of the different leadership styles in your portfolio.

Topic 2: Learning from International Practice

Session 4: Understanding and applying effective leadership for learning (1 hour)

Earlier in Topic 1, we looked at our understanding of effective leadership and we noted our thoughts on the flip chart paper (Trainer to put up the list of characteristics and skills of effective leaders on the wall for everyone to see).

Read the following extract:

> The 21st-century school leader is duty-bound to constantly explore and create a dynamic, inclusive, and effective school system that enables students to achieve the required level of learning outcomes. The notion of its effectiveness presupposes a commitment on the part of a school leader to improve students' performances so as to achieve the highest academic and social outcomes. Thoughtful observers indicate that effective school leaders demonstrate a number of distinctive leadership qualities/behaviours such as sustained commitment, accountability, moral purpose, and managing risks and conflict; they are also inclusive, focus on learning and development of self and others, create a safe environment, and maintain a strong relationship with the community. They are also capable of understanding and predicting the school situation by making use of available opportunities and resources to achieve the intended school goals.

Discuss in a group: Having read this extract, do you still agree with the notes you have written down about effective leadership? Do you want to add more or take away some?

Can you explain to the person next to you:

a. What is your understanding of effective school leadership?

b. What leadership qualities are effective?

c. What do effective school leaders have in common and what makes them different?

Makes notes in your portfolio.

School Task: Read the following review:

> A review of school leadership practices in international contexts was carried out in Alberta (Canada), England, Ontario (Canada), New York (United States), New Zealand, The Netherlands, Singapore, and Victoria (Australia). The analysis indicated that 'high-performing' school principals did not necessarily work longer hours than other principals. However, they spent more time communicating with and supporting other people in their schools: managing by walking around the school, spending more time coaching teachers, interacting more often with parents and external administrators, and spending more time with students (Christopher Chapman and Pamela Sammons, CfBT Education Trust, 2013).

School Task and discussion with PLC group members: What do you understand from this review? Make notes below.

a. **School Task:** Discuss with your deputy and staff what they think they need from an effective leader / what they think makes an effective leader?

b. **PLC discussion**: Then discuss what you have learnt about what your staff and deputy think your understanding about effective leaders with peers at the PLC.

c. How do you evaluate yourself from the point of view of the above analysis? Rate your practice in the following table (highly practiced = 4; moderately practiced = 3; poorly practiced = 2; not practiced at all = 1).

Practices	Rating scales			
	4	3	2	1
Spend more time communicating with and supporting other people in their schools.				
Manage by walking around the school.				
Spend more time coaching teachers.				
Interact more often with parents and external administrators.				
Spend more time with students.				

Applying global leadership practices for learning (30 mins)

Ask participants to read the following review of international school leadership styles, then do the activity below.

> **Leadership behaviours/styles**
> Globally, there are many school leadership styles. One of them is the student-centred school leadership style. Robinson has identified Five Dimensions of Student-Centred Leadership**.** He uses these five dimensions to explain student-centred leadership. These include:
>
> **D1: Establishing Goals and Expectations** - One important goal is to create a positive and inclusive school climate, which is a challenge every year. Robinson believes that goals should affect student outcomes, and creating an inclusive school climate certainly does that.
>
> **D2: Resourcing Strategically** - This is not about gaining more resources but about how leaders use their resources in strategic ways. Robinson provides as an example the goal of '*getting boys to read more*' and shows how schools should use resources for materials and professional development.

D4: Leading Teacher Learning and Development - What kind of professional learning opportunities are school leaders and districts offering? Are those opportunities about learning… or compliance?

D5: Ensuring an Orderly and Safe Environment - Robinson states that, 'If students and staff do not feel physically and psychologically safe, if discipline codes are perceived as unfair and inconsistently enforced, then little progress is likely in the improvement of teaching and learning.'

It is important to note that these five dimensions of effective educational leadership work together as a set and have strong reciprocal effects. For example, if student learning goals are clear, then leaders will have a better idea of what teachers need to learn to improve their teaching. Also, a number of these dimensions focus on instructional leadership – a theme that recurs throughout the research on educational leadership.

Student-centred leadership, therefore, involves a skilful integration of these three capabilities into the work described by each of the five dimensions. For example, for the dimension of goal setting, leaders need to know: 1) what goals to set, 2) how to address the problems that arise when attempting to set goals, and 3) how to build trust so staff buy into the goal-setting process.

Discuss in groups: Read the review and think about how you can connect global leadership practices. Share your experience with your group and discuss how the characteristics of effective leaders globally relate to the Ethiopian context.

> **Portfolio**
>
> **Organise your conclusions as part of your portfolio.**

Topic 3: Professional School Leadership and Management

Session 5: **Exercising professional school leadership skills in your school (30 mins)**

Below is a case of a teacher who, for various reasons, is underperforming. Read and discuss with a colleague based on the given question.

A case story

Mrs Y is a teacher who has worked at one of the Addis Ababa secondary schools for the past 14 years. The school has about 340 children. She joined the staff soon after qualifying as a teacher, following a period of time spent as a librarian. Almost all of her teaching has been with children in Years 5 and 6.

Originally, she served as a community leader at the Woreda level. She regards herself as part of the backbone of the school. She is firm on discipline. She takes a little part in the extra-curricular life of the school, apart from a little help with concerts.

Mrs Y' is reluctant to attend professional development courses, especially those held out of school. She contributes very little during training days. Her attitude to the curriculum and to new teaching methods is conservative and she has opposed the school's initiatives in relation to ICT. She seems to see the value in the literacy hour. She has served as the Maths department coordinator, although the vice principal does most of the work.

She is a stickler for form-filling, registers, marking work on time, and for formal courtesies. She appears to be regarded well by pupils, parents, and ex-pupils. The quality of her teaching is variable and can range from very good to very ordinary, depending on her state of mind and the topic. At one point in her recent performance review with you, her leader, she commented that she was very depressed at the slack standards in the school.

She remarked 'It's a sign of the times, of course – sloppy dress, bad timekeeping, and untidy writing. It's a general drop in standards throughout society. I can't be doing with all these novel management tricks. What we need are clear rules so that the children and the parents know what is expected.'

Peer Activity: With a partner in this session:

Based on the above case story, what suggestions do you have about what might be done to help Mrs Y to re-engage?

Also, discuss your thoughts with your coach/mentor.

Linking to international practices on leadership for learning (30 mins)

Learning Activity:
Read the two extracts below:

Defining the vision, values, and direction

Effective school leaders had a very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others, and established a clear sense of direction and purpose for the school. They acted as a touchstone against which all new developments, policies, or initiatives were tested.

Improving conditions for teaching and learning: school leaders identified the need to improve the conditions in which the quality of teaching can be maximised and students' learning and performance enhanced. They developed strategies to improve the school buildings and facilities.

Restructuring the organisation: redesigning roles and responsibilities, school leaders purposefully and progressively redesigned their organisational structures, redesigned and refined roles, and distributed leadership at times and in ways that promoted greater staff engagement and ownership which, in turn, provided greater opportunities for student learning.

Enhancing teaching and learning: school leaders continually looked for new ways to improve teaching, learning, and achievement. They provided a safe environment for teachers to try new models and alternative approaches that might be more effective.

Redesigning and enriching the curriculum: school leaders focused on redesigning and enriching the curriculum as a way of deepening and extending engagement and improving achievement. Academic attainment was not seen to be in competition with personal and social development; rather it was seen that the two should complement each other.

Enhancing teacher quality (including succession planning): school leaders could provide a variety of professional learning and development opportunities for staff as part of their drive to raise standards and sustain motivation and commitment.

Building relationships inside the school community

School leaders developed and sustained positive relationships with staff at all levels, making them feel valued and involved. They demonstrated concern for the professional and personal well-being of staff.

Common values: successful school leaders achieved improved performance – not only through the strategies used but also through the core values and personal qualities they demonstrated in their daily interactions.

An effective school leader in England provides clear vision and sense of direction for the school. They prioritise, they focus the attention of staff on what is important and do not let them get diverted and side tracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on strengths and reduce weaknesses.

They can focus their program of staff development on the real needs of their staff and school. They gain this view through a systematic program of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective school leaders can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students.

Successful school leaders in many of the African countries improve teaching and learning through staff motivation, commitment and courage to improve students' outcome. The sustainable transformation of a school is the outcome of effective leadership. Effective leadership results in the improvement of physical, psychological and social conditions for teaching and learning, raised the aspirations of staff, students and communities and the improved achievement of all pupils (Day et al., 2009).

a. **Peer Activity** – Discuss with a partner in this session:
   What did you understand about international practices in terms of

   - Setting school vision

   - Staff development

   - Monitoring and evaluation of school success?

b. **Coach/mentor discussion:**

   Identify some actions that you might take to strengthen your aspiration to become an effective school leader based on international practice. Please make a note of these so that you can share this with your coach/mentor.

c. **School Task:**

   As you go back to your school, identify strategies that you believe could bring change. (Use the diagram in Figure 3 below as an aid.)

Figure 3: Successful School Leadership Dimensions, adapted from CfBT Education Trust
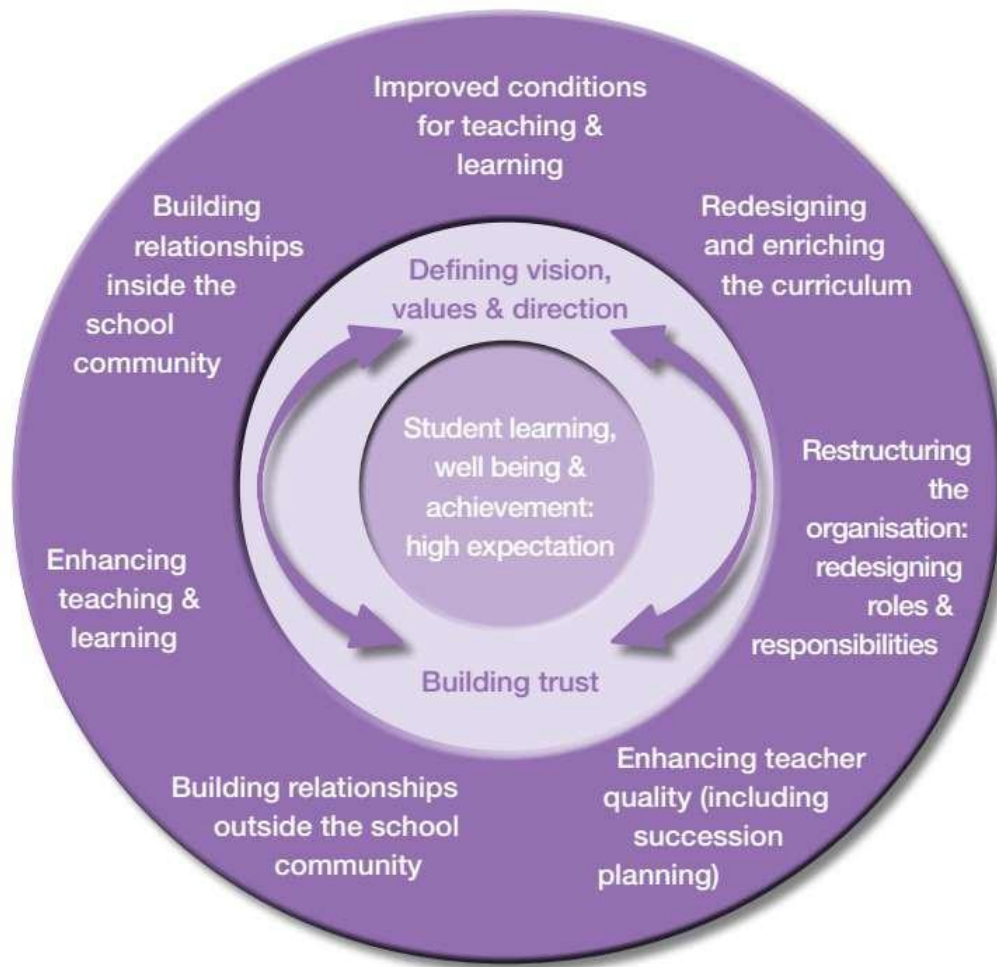
Make a note of the strategies you believe would bring change.

d. **School Task:** Review your leadership experiences in relation to the international practices you have read above and indicate the links between your experiences and the international experiences. Use the rating scales indicated in the table below

	Variables	Extremely linked 4	Moderately linked 3	Poorly linked 2	Not linked at all 1
1	Transformation of school improvement				
2	Staff motivation				
3	Improved pupils' achievement				
4	Improving teaching learning				
5	Raising community aspirations				

e. **Coach/mentor discussion:** Select one area from the list above that want to improve. Make a note of the actions you could take and discuss with your coach.

f. **School Task:** Work with your staff and other partner school leaders to improve the area you selected above.

Portfolio

Record your reflections in your portfolio in relation to the above school leadership practices.

Topic 4: Expectations, standards, and competencies for school leaders

Session 6: Understanding what is expected of school leaders. (Total 30 mins)

As school leaders in Ethiopia, we need to be aware of the standards and competencies that we need to meet as leaders. To be effective leaders, we need to develop ourselves and others. Read the extract below about the MoE National Professional Standards.

School leadership structure and job requirements (expectations to be met)
School leaders are expected to know, apply, and achieve the standards and competencies set by the MoE. According to the guidelines developed by the MoE on the National Professional Standards, four levels of school leadership have been identified based on their experience and qualifications. This standards framework is set for relevant competencies with the expectation of distinctive roles and responsibilities to be accomplished by each level.

I. Beginner Principal
I. Proficient I principal
II. Proficient II Principal
III. Lead Principal

The major role of School Principals is to provide professional leadership and management for the school. On top of that, School Principals must establish a culture that promotes excellence, equality, and high expectations of students (MoE, 2013). Mohammed and Handiso (2018) note that educational leaders are expected to be strong, responsible, committed, and visionary.

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a. **Peer Activity:** With a partner in this session, think about:

- Why do we need standards?
- What is their purpose?
- How do school leaders meet/achieve standards?
- Share your experiences with your staff and other partner school leaders.

b**. School Task:** Previous activities have helped us to deepen our understanding of some of the key elements of school leadership in Ethiopia. Take some time to look through the MoE standards and competencies for school leaders. From these two documents highlight some of the areas that you need to work on as an educational leader in Ethiopia. Share your reflections with a partner and add to or modify your reflections as necessary.

c. **School Task:** The following are competencies which are expected from school leaders. Assess your performance according to each competence and attach it to your portfolio.

	Goals of Competence (MoE)	Very well performed	Well performed	Less confidentially performed	Not confidentially performed at all
1	Ensure that the instructional Content that is taught is aligned with the national academic content standard.				
2	Ensure instructional practices are effective and meet the needs of all students including students with special educational needs and students at risk.				
3	Advocate for high levels of learning for all students, including students with special educational needs and students at risk.				
4	Understand, promote and share relevant research.				
5	Understand, encourage, and facilitate the effective use of data by staff.				
6	Monitor and evaluate the quality of teaching and learning programmes.				

3. Unit 1: Leading Learning, Second F2F Day

Your trainer will guide you through all the content and activities across all the units during your 3 x F2F days and guide you through the activities you will do back in your school and with your peers.

Unit Introduction

International evidence demonstrates that the quality of school leadership has a direct impact on student outcomes. Leadership plays a key role in improving outcomes by influencing the motivations and capacities of teachers, and by creating a conducive and inclusive school environment for all.

On Day 1 of face-to-face training, we looked at Unit 1, which focused on the practices of school leadership in leading learning at the school level. Specifically, we covered subtopics 1 to 4, which focused on leadership in education from international practice and Ethiopia, professional leadership and management and, the expectations and standards for school leaders.

On this second day of face-to-face training, we continue with Unit 1 but move our focus onto subtopics 5 to 7. These subtopics are:

- Instructional leadership;
- Setting direction, school vision and mission;
- Analysing and diagnosing school leadership challenges.

Each of these topics provides the opportunity for participants to undertake:

- Additional reading and research;
- Exploration of global effective school leadership; and
- Action planning and review.

Expected Outcomes

Recall the Day 2 Module Outcomes given earlier.

A. Lead the diagnosis and setting of clear school direction and vision.
B. Lead instruction to build the capacities of teachers and staff.
C. Exercise professional school leadership skills to ensure that effective school leadership will contribute to continuous school improvement.

Topic 5: Instructional Leadership

Session 7: Roles and activities (Total 1 hour)
School leaders have a number of different roles they are required to carry out in the short, medium, and long term to manage and lead their schools. On your own in this session;

a. **Individual Activity:** Make a list of the different types of activities you carry out during a working day (short-term and immediate) and a working week (medium-term and planned).

b. **Individual Activity:** Read the following extract. Then, using 2 different colours, highlight the activities you have listed relating to **teaching and learning** and those related to **administration**. What do you notice?

> **Instructional** leaders are often referred to as leaders of learning and are mostly involved in improving teaching and learning (Bogler 2001). Instructional leadership is a type of leadership that is based on the principle of supporting teachers and giving them the opportunity to learn and grow to meet the different needs of students. The role of the principal as an instructional leader is someone who engages in the instruction process; observing teachers in classrooms and working with them to improve teaching and learning (Hayat, 2015). Another type of leadership identified in a study conducted by OECD is **administrative** leadership – this style focuses on administrative tasks, enforcing rules, following procedures, and managing accountability.

To improve learning, as school leaders we need to focus most of our time and attention on improving teaching and learning. We need to manage our time so that administrative tasks do not dominate our thinking and actions. Reflect on the major administrative tasks that demand your attention.

Coach/Mentor Discussion: Discuss with your coach how you can organise your time on a daily and weekly basis to secure time to lead teaching and learning to become a more instructional leader. Make a note of your plans.

Becoming an instructional leader

Read the instructional leadership roles that have been identified by Bogler (2001) below:

Bogler (2001) identified some instructional leadership roles in schools.
1. Monitoring and evaluating the quality of teaching and learning.
2. Assisting teachers to improve their instructional practice through coaching and mentoring.
3. Identifying gaps and needs and allocating resources to improve the quality of teaching and learning.
4. Developing a curriculum relevant to the level of education.
5. Establishing the school as a professional learning community.
6. Setting the objectives to be achieved.
7. Defining the value and purpose of the school.

Peer activity: In pairs, discuss:

▪ How will you <u>use</u> the time you have committed to becoming a more instructional leader? Make notes.

▪ Look at Bogler's list and discuss the instructional leadership practices you have applied. Justify your reasons and make notes.

Leadership actions for transforming schools
School Improvement and enhancing student learning is the ultimate goal and crucial part of impactful school leadership. Yet leaders struggle with the process of school transformation on how to best guide their staff and students to better outcomes.

Individual Activity: Distinguishing actions for school transformation
Read the extract below and list the pioneering actions you think a school leader should perform in transforming his/her school and compare it with the list in the text.

According to research findings, impactful school leaders practice the following actions in transforming schools:

▪ **Shaping** a vision of academic success for all students;
▪ **Creating** a climate that is hospitable to education;
▪ **Cultivating** leadership and influencing others;
▪ **Improving** instruction;
▪ **Monitoring** and reviewing progress;
▪ **Strengthening** the Professional Learning Community (PLC) and Community of Practice (CoP).

Topic 6: Setting direction, school vision, and mission

Session 8: **Vision and Mission (Total 1 hour)**

Crafting a clear school vision and mission statement is very important. Impactful leaders are certainly able to paint an interesting picture of the future, especially about how the school, students, leaders, and all employees achieve success in the future. Read the extract below:

Strategic direction

The **vision** has commonly developed as part of the **strategic planning process** and is a collaborative activity between the board and senior leadership. Setting the strategic direction for your school is a fundamental prerequisite for leadership success. Without the clarity of where you want to go and how you are going to get there you may never arrive at your goal – and your leadership will not have the clarity and focus needed.

There is no doubt that the more people are involved in the process of defining a school vision, including students themselves, their parents, other stakeholders, and the staff, the greater the sense of ownership and the better the chance of success.

Discuss in a group:

What do you understand by school vision and mission?

- As a group, write your thoughts on flip chart paper and discuss with the wider group.

Read the extract below.

McKinsey (2010) examined a number of education systems across the world to see what factors led to improvement. It was found that 'almost all school leaders say that setting of clear vision and direction is among the biggest contributors to their success'.

- It defines the target that the organisation is reaching for. It creates focus for the workforce and lets everyone know when they have created success. It helps to promote an effective strategic planning process. The vision defines what the strategic plan is working to create and creates the foundation for 'future-talk'. **Vision** is a statement of what or how you would like things to be.

- A vision is a clear statement of what the school is trying to achieve so that all stakeholders – staff, students, parents, and community members – will be working together. It is about looking forward and seeking to motivate and unify everyone to achieve the very best for students. It also embodies the school's

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values, norms, culture, and acts to motivate all those working in the school to achieve the vision.

- Mission is a very broad and general statement about the basic purpose of the school. It is a declaration of school's purpose or clarifies the purpose.
- The organisation's mission is not determined by the organisation itself but rather by higher level authorities and its stakeholders/clients. Stakeholders'/clients' satisfaction with the organisation's services defines its mission. The mission statement should be comprised of the following components.
  - o The specification of target/clients/stakeholders
  - o Identification of principal services/functions of the school
  - o The specification of the geographic domain of the school
  - o The expression of commitment (survival, growth, and development)
  - o The identification of the school's self-concept
  - o The identification of the school desired public image

Discuss in a group:

Now that you have read the extract above, as a group check that your understanding is correct and clarify through discussion. Amend your flip chart notes as necessary.

Coach/Mentor discussion: As a school leader, how do you set the school's strategic direction? Discuss with your coach.

Based on what you have read above and from your own understanding, evaluate your school vision and mission statement using the table below.

Vision and mission	Very strong	Strong	Not clear	Not at all
Sets a clear vision and mission statement for the school (every school is different).				
Expresses need for collaboration among key stakeholders.				
Identifies areas for improvement				
Engages and motivates teachers.				
Focuses on improved learning outcomes				
Reflects a commitment to equity and inclusion				

School Task: With your staff and stakeholders, identify the areas that you will need to work on and set out the steps you will take to update the vision and mission of the school. Share the updates with other school leaders at the PLC.

Coach/Mentor: Discuss your plan to update the vision and mission in your school with your coach.

Portfolio

Capture the ideas and plans in your portfolio.

Session 9: Creating a shared vision (45 mins)

Involving your whole school community in creating the school's vision and mission will inspire everybody and make them feel as though they have a role in supporting the school. Have a look at the graphic in Figure 3, below, to see how you could help stakeholders to stay focused on learning.
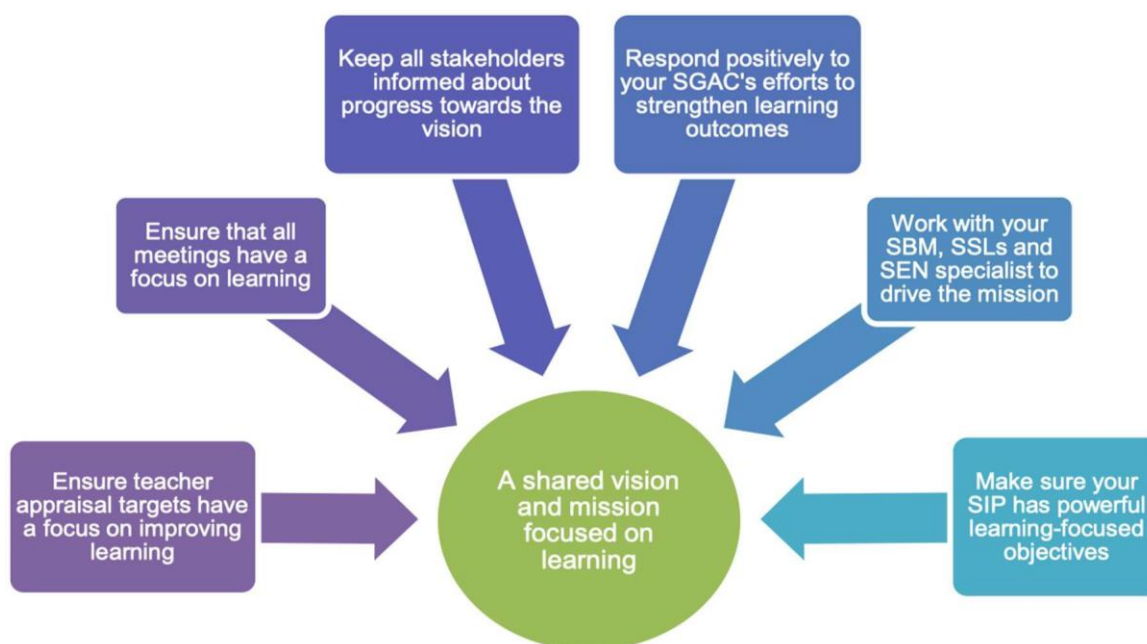
Figure 4: Some examples of how to help stakeholders to stay focused on learning

To help everybody understand and demonstrate the school values and ethos as they are expressed in the vision and mission you could:
1. Discuss practical examples of behaviour in staff, community, and parent meetings;
2. Have weekly active and interactive school assemblies illustrating these values;
3. Ensure that your behaviour policy rewards these behaviors;

4. Refer to the vision and mission in all school planning and evaluation; and
5. Help everybody (teachers, parents, local community, pupils) to remember their part in implementation by displaying the vision and mission (in English and your local language) e.g. on the school notice boards.

Discuss in a group: Use the graphic above to help draw up a communication plan, which identifies which stakeholders you will involve in the review and redrafting process, and how you will do it.

School Task: Review this communication plan so that it is linked to your school context.

PLC activity: Share your plan with other school leaders at the PLC.

Session 10: Cultivating leadership and exploring spheres of Influence (1 hour)
Being able to influence others is an important aspect of being an effective / impactful leader. To do this, we will explore how you can use your spheres of influence to motivate and inspire others on the journey to improving outcomes.

Read the extract below.

> Organisational coherence is about increasing a school's ability to act as a unified whole to increase its coherence. Instead of addressing school improvement in a fragmented manner, it fosters a shared purpose and commitment to improving outcomes for all students.
>
> Whatever the role is, being able to influence others so that they can deliver their own part of the plan is an essential element when it comes to making things happen to a high standard. Here are subtle ways to increase a leader's sphere of influence with their people to make the school suitable for education.
>
> - Provide opportunities for wins (create circumstances that give your people a series of small wins that will magnify their potential).
> - Believe in your people.
> - Serve others before yourself.
> - Give trust so you can earn trust.
> - Truly connect with people and lift people up.
> - Invest in the success of others.
> - Lead with character.
> - Lead with authority but allow autonomy.
> - Lead from within.
>
> Impactful school leaders improve teaching and learning and thus students' outcomes … most powerfully through their influence on staff motivation, commitment, and teaching practices and through developing teachers' capacities for leadership (Day et al., 2009

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Have a look at the diagram in Figure 5, below. There are concentric circles; each one can be considered as a sphere. Place yourself at the centre of all the spheres.

Individual Task: On your own in this session, complete the diagram by adding the spheres or contexts in which you have opportunity to influence others, radiating from you at the centre, ranked in degrees of influence.

You are given one example to help you think about your spheres of influence. Now add more names and details of your other spheres of influence. For example, the sphere you think you have most influence in will be closest to 'self', for example, family or work. You may add all the categories within each sphere.

self
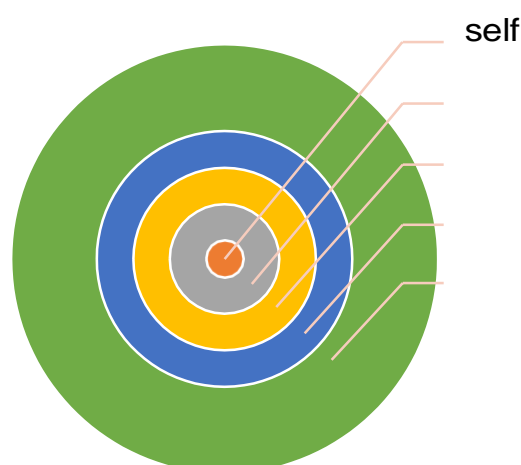
Figure 5: My spheres of influence

📖 **Definition of 'Influence'**

The capacity to have an effect on the character, development, or behaviour of someone. In order to be effective educational leaders, we need to feel that our colleagues and other stakeholders are in a sphere close to the centre; if we perceive them to be in one of the outer spheres, that is, on the periphery of our influence, then we must recognise that we have a challenge to lead, and to lead change. We urgently need to work on our capacity to influence.

Individual Task: Increasing capacity to influence others

a. Look at the diagram you have created above. If any of the staff team are in the outside spheres you will have very little influence over them. This means that you will not be able to influence them to improve their practice.

b. Look back at the list of influencing strategies in the box above (Day et al., 2009).

c. Identify one person in the outer sphere

d. Make a plan to increase your influence over this person to achieve improved teaching and learning. (Note your plan in the space below.)

Coach/mentor discussion: Share your plan with your coach and discuss the steps you have identified to increase your influence.

> **Portfolio**
>
> **Keep a record in your portfolio about the successes and challenges you encounter with bringing this individual into a closer sphere of influence.**

Session 11: Provide Resources and Support (45 mins)

Read the extract below:

> Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the school leader. Supporting staff efforts means providing the resources, professional development, and time that teachers need to become proficient at their jobs. Studies have also found that when teachers participate in ongoing, job-embedded professional development, they are more likely to implement what they learn than if they attend a one-time, off-site conference.

Discuss in a group: As a group think about the questions below. Work together to discuss ideas and solutions to how you or others in your school can support teachers to improve their teaching and take ownership. Draw out the diagram onto flip chart paper and make notes. Share your ideas with the wider group. Make notes in your portfolio.

1. How do you support your staff to perform their job and contribute for the school goals?

2. Consider your school and nearby other schools and fill the table below.

Resources available in your school

*

*

*

*

*

→ How do you manage these resources?

Resources Required

*

*

*

*

*

→ How do you mobilise such resources?

Topic 7: Analysing and diagnosing school leadership challenges

Session 12: Analysing and diagnosing school leadership challenges (30 mins)

School Leaders face a range of challenges within the school context and outside of the school context, with the other stakeholders and communities. How you react to these challenges is critical. Effective leaders are calm, they listen, seek advice, analyse possible reasons, and prioritise what they need to do.

Read the extract below:

> The challenges facing school leaders include: ensuring consistency of good teaching and learning; integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum; managing behavior and attendance; strategically managing resources and the environment; building the school as a professional learning community; developing and promoting an inclusive culture within the school and the wider community it serves; and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities. The effective school leader is one who is ready to learn from others, and from successes and failures (able to grasp any opportunity). To solve the leadership challenges, the school leader can take different measures such as action research, document analysis, review of empirical evidence, experience sharing, etc.

Individual Task: Take a moment in this session to reflect on which of the following challenges to your leadership are to be found in your school?
Rate by marking a tick [√] mark against each challenge

Challenging factors	Degree of challenge			
	4 – high	3 – moderate	2 – low	1 – none
Negative relationship between teachers and leaders				
Lack of accountability measures to improve students' educational attainment				
Inaccessibility of education technologies				
Low teacher motivation and commitment				
Abuse of education resources and funds				
Lack of clarity of policy issues, directives, and guidelines.				
Large classroom size and students–teacher ratio				
Teachers' negative attitude and behaviours				
Students' negative attitude and behaviours				
Increased educational cost				
Lack of parents' and other stakeholders' involvement				
Lack of teacher competency				

Peer Activity: Once you have completed the table above, with a partner in this session, think about how you could conduct an analysis of the challenges in your school. What data would you need to find and collect? Would any of the data be difficult to find?

Session 13: Setting priorities to overcome school leadership challenges (1 hour)

Read the extract below.

> **Diagnosis and differentiation**
>
> School leaders do not pursue only one strategy in their quest to overcome challenges. They combine a number of techniques to identify the needs of the school. But they prioritise and select the most critical challenges. In this way they are able to diagnose needs and differentiate by levels of importance and timing of strategies to meet these needs. Successful school leaders apply their judgment about the timing and nature of the challenge and prioritise the change strategies in their schools in different ways according to their diagnosis of need in relation to purpose and context.

Individual Task: Prioritisation means choosing which problems to act on and which to leave. Complete the prioritisation table below on your own.

Area of concern	Level of priority/ importance			
	High	Medium	Low	No action
Leadership capacity				
Teachers' motivation				
Community participation				
Resource mobilisation				
Goal setting				
Establishing Professional Learning Community				
Participate in Community of Practice				
Make school suitable for education				

Discuss in a group: In this session with your group, reflect on what you have learned about influencing and engaging stakeholders in the vision for improving the school – Who would you involve in deciding on the priorities and actions for the school? (Make notes in your portfolio.)

a. School priorities: Which groups/individuals would you involve?

b. School goals: Which groups/individuals would you involve?

Challenges to leadership

Identify a situation in school that is a challenge to your effective leadership of learning.

School Task: Draft a plan that you feel could overcome the challenge.

Coach/ Mentor discussion: Discuss your plan with your coach and make any refinements/amendments.

- Set a clear time plan and set the actions you will follow.
- Note your plan, actions, and timelines down in your portfolio.
- Reflect each week on how you are following the plan and if it is working.

Unit learning self-assessment

Read the following scenario and answer the questions listed below to revise what you have discussed in Unit 1.

Five years ago, there was a school that was led by principal X. Most of the staff in the school were novices. The school principal set the vision and goals for the school alone. His vision was to eliminate the poverty of the country once and for all. Principal X decided everything by himself. He worked alone and did not communicate with any staff members. This meant that the principal lacked transparency and accountability. The involvement of the school community in the school was low. The workers waited until they were told what to do, as a result their motivation was very low and they had no help to improve their performance. The staff were afraid of the principal but they noticed that things were being done haphazardly without prioritising what it was important to do first. Whenever staff members gathered or sat together, the principal suspected that they were gossiping about him. He asked a member of staff to tell him what was being said and by whom. He did not care about what and how the staff were doing, or he didn't know how to evaluate performance in the classroom. The principal spent most of his time in his office engaging with administrative tasks, and didn't know anything about the teaching and learning in the classrooms.

1. Discuss the leadership style/s demonstrated by principal X in the case study.

2. Identify the challenges the principal encountered to improving the school.

3. Was the vision set by the principal of the school applicable? Why and why not?

4. Do you think that the principal was effective?

5. How effective was Principal X as an instructional leader?

6. What were the challenges of the principal of the school mentioned above?

7. Do you think the workers were aware of the vision and goal?

8. How were different activities of the school being performed by the principal in the school?

9. If you were assigned to take over as school leader when principal X left what would your first three priorities be?

Portfolio

Use the Portfolio Inserts to help you identify documents /notes to put in your Portfolio.

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4. Unit 2: Managing diversity, Third F2F day

Unit Introduction

Diversity is a positive thread in supporting the quality of teaching and learning. It supports students to develop the 'knowledge and skills needed to promote … human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship'.

To lead a school effectively it is critical that all students are included and valued. Changing individuals and communities' attitudes towards diversity and inclusion can be a slow and challenging process – but it is one that every school leader must tackle.

On this third day of face-to-face training, we will focus on the other two units in module 1 part 1:

- Unit 2: Managing Diversity
- Unit 3: Strengthening the collaboration with parents and other stakeholders to improve inclusion and promote diversity for all.

In unit 2, we will look at developing your understanding of diversity and how it can be managed in your school.

This unit will provide you the opportunity to start to think about the diverse groups in your school and what you can do as a school leader to influence others to work with you to make learning more accessible and make your school more inclusive.

Expected outcomes

School leaders will be able to:

- Develop an understanding of what is meant by diversity
- Create an inclusive environment to accommodate diversity

Managing diversity

Many see the inclusion of learners from diverse groups and communities as having a negative impact on teaching and learning. The role of the school leader is to ensure that all learners have equal access to the best of teaching and learning.

Session 1: Identifying diversity (30 mins)

Addressing diversity is critical to the effective leadership of a school, and it is the responsibility of the leader to ensure that the needs of all learners are met.

Work in a group: Discuss in your groups:

- As a school leader, how do you identify the diverse groups in your school?
- Discuss diversity with your group and note down your thoughts and ideas below.
- Then read the extract below

> Diversity means that schools are becoming more heterogeneous in terms of gender, culture, religion, achievement, language, race and ethnicity, age, and special needs (interest, ability, disability, talented or impaired). In an inclusive classroom, effective teaching and learning occur in a culturally supported, learner-centred context, whereby the strengths students bring to school are identified, nurtured, and utilised to promote student achievement. Culturally responsive pedagogy comprises three dimensions: (a) institutional, (b) personal, and (c) instructional. The institutional dimension reflects the administration and its policies and values (Richards, Brown, & Timothy, 2006).

Session 2: Creating an inclusive culture that embraces diversity (45 mins)

In order to become more inclusive, we need to **eliminate discrimination and stereotyping**. We need to increase tolerance, respect, and understanding. This requires communication, openness, planning, and implementation.

Read the extract below:

> Inclusive education is a process that involves the improvement of schools and other centres of learning to meet the needs of all learners including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities, or delays and challenges in learning. The aim of inclusive education is to eliminate exclusion resulting from negative attitudes and discrimination.

Discuss in a group: As a group, consider and discuss the following questions:

- In your school are there groups or learners and teachers who do not participate fully in school life (e.g. do not make their voices heard in lessons or meetings)?
- Are there groups of children in the community that are not enrolled at school?
- Are there some who have enrolled but rarely attend?
- Are there some groups not well represented among teachers?
- What do you believe may be barriers for these groups?
- Make notes in the space below.

Every school leader is responsible for ensuring that teachers recognise and respect diversity and meet the needs of every student so they can fulfil their potential.

Discuss in a group: Discuss how you would recognise an inclusive learning environment in a school. What would you see and hear? Make a note of your ideas.

Session 3: Implementing inclusiveness (30 mins)

Individual Task - work on your own in the session:
a. How safe and accessible is your school environment for all, including those with additional educational needs?

b. Reflect on your own school and think about who you would need to influence and work with to make your school more inclusive?

Coach/Mentor discussion: This is an important topic for you to discuss and work with your coach to achieve. With your coach, discuss your ideas on the following:

- How to develop an inclusive learning environment (this is an expectation for all school leaders).
- How to improve inclusion and meet the needs of all learners.
- What are your next steps for working with teachers to improve inclusiveness in classrooms and around the school?
- How to overcome the stereotypes and discrimination that children bring from home into school.

School Task: Case study on Inclusion

Based on the case study below, reflect on the following questions.
1. From the above case study what do you identify as the areas of concern?
2. How could the school address the lack of inclusion?
3. What are the barriers to teachers improving their professional practice?

XX primary school is one of the primary schools in the Somali regional state of Ethiopia. The school is led by Principal Y. It has 65 teachers coming from different parts of Ethiopia who belong to different ethnic groups. 40 teachers are from ethnic backgrounds other than Somali. Among the staff, there are 15 female teachers. None of the female teachers are assigned as school leaders or involved in decision-making. The female teachers have not been given the opportunity for professional development, they do not participate actively in staff meetings, and some do not attend meetings. One member of staff has impaired hearing and two others have a visual impairment. There are also one hearing-impaired female and two visually-impaired male teachers. The school uses Af-somali as the medium of instruction and the majority of the teachers speak Af-somali.

Portfolio

Note your comments and ideas in your portfolio.

5. Unit 3: Strengthening collaboration with parents and other stakeholders to improve inclusion and promote diversity for all, Third F2F Day

Unit Introduction

The theme of this unit is respecting diversity, providing gender equity, and ensuring inclusion, which are essential to improving the quality of education.

Education is a key lever in recognising and overcoming the barriers individuals and groups face to realising their potential.

Respecting diversity, providing gender equity, ensuring inclusion for all is a critical part of education quality improvement. Schools are not islands; rather they are part of asocial system and need to collaborate both internally and externally with partners to ensure equitable treatment for all.

Our schools are tasked with an explicit responsibility to serve the communities in which they are placed. The members of these communities are stakeholders and clients of the school.

This unit is the last unit for the third face-to-face training day and follows on from the previous unit on managing diversity. This unit focuses on strengthening the collaboration with parents and other stakeholders to improve inclusion and promote diversity for all.

The key topics are:
- Strengthening collaboration to support school improvement.
- Ensuring practices of gender equality, inclusion, and diversity in schools.

Expected Outcomes

A. Recognise the importance of inclusion and equity to improve learning outcomes for all students…etc
B. Evaluate the attitudes and barriers to parental engagement in schools and create an inclusive environment;
C. Address these barriers and strengthen the relationships between the school and stakeholders to sustain school improvements;
D. Design mechanisms to mobilise the community in securing resources and other support;

Topic 1: Strengthening collaboration to support school improvement

In the last unit, we looked at developing your understanding of diversity and started to think about what this looks like in your schools. On the third F2F day, we will look at Unit 3, we will look at focusing on strengthening relationships with stakeholders, addressing issues of equity and inclusiveness, including gender.

Session 4: Positive Relationships and Community Mobilisation

Our schools are tasked with an explicit responsibility to serve the communities in which they are placed. The members of these communities are stakeholders and clients of the school.

We have a responsibility as educators to engage with all members of the community, including parents who may seem very different from us.

As teachers/leaders we may find it easier to communicate and build relationships with people who are like ourselves, and who have had experiences similar to our own. This is of course easy to understand. However, we have a responsibility to build relationships with every parent/care giver. Some parents may seem very different from us. This perceived difference can lead to groups/individual parents being seen and treated as 'other' and their experience and contribution to their child's learning and the school being devalued.

This has in the past resulted in discriminatory practices towards certain groups/individual parents. This discrimination can be obvious to parents and children and creates negativity and a sense of disconnection with the school, and the education system.

Regardless of their experiences, levels of formal education, or socio-economic status, parents/care givers are their children's first and primary educators and have much to offer. They are and continue to be heavily invested in the future health and success of their children and deserve the respect of all educators.

There is often a misconception held in schools that parents who have not had access to a formal education have little to offer their children.

All parents/care givers rely on the education system to provide formal teaching and learning and provide the best possible quality of teaching and learning to all pupils. It is important to harness the support of all parents to work in harmony with the school.

Our theme, then, is how do you build strong relationships with and mobilise the community to support teaching and learning? Can a school principal mobilise community and generate resources? How?

The key questions we will explore in this topic are:

- **Why** is it important to develop and strengthen relationships between school and communities?

- **How** can positive relationships support inclusion and promote diversity?

- **How** can positive relationships support learning?

Discuss in a group (30 mins): Discuss the following statement:

We have a responsibility as educators to engage with all members of the community, including parents who may seem very different from us.

(Hint) What are the 'differences' that can cause different types of discrimination between school and parents?

> **Portfolio**
>
> **Review your understanding of the role of parents and stakeholders as a means of strengthening collaboration and to improve teaching and learning.**
>
> **Make notes in your portfolio (15 mins)**

Discuss in a group (30 mins): Discuss the strategies you could deploy with the staff team to challenge their conscious and unconscious bias.

(Conscious bias refers to biased attitudes that you are aware. Unconscious bias refers to biased attitudes that operate outside your awareness or control)

> **Portfolio**
>
> **How will you introduce the topic of building relationships with ALL parents/members of your school community?**
>
> **Make notes in your portfolio (15 mins)**

Session 5: Developing and strengthening relationships

The key question we will explore in this session is:

- Why is it important to develop and strengthen relationships between school and communities?

When children and parents feel safe, respected and welcomed in school, attendance and learning will improve. When relationships between school and home/the community are positive we see an increase in regular attendance. However, there are several barriers to regular attendance that need to be overcome by the school.

Sending children to school can represent a financial cost/penalty to families. Many parents are reluctant to send their children to school as:

- They do not see children learning and progressing.

- The children report poor/unfair treatment at school.

- Children find it difficult to understand the language of instruction.

- Irregular attendance/poor quality teaching means that children have gaps in their learning so they cannot access lessons/new learning.

- Children are afraid of punishment if they are unable to keep up with lessons.

- Pastoralist communities may need to migrate/travel to pursue their livelihood.

- They witness teachers blaming the children for gaps in learning – seeing the children as the problem.

Discuss in a group (30 mins)
Discuss a range of strategies you could introduce to overcome the barriers to irregular attendance. Write your ideas on flip chart paper.

> **Portfolio**
>
> **Note the strategies shared, plus any of your own. How will you begin to address the concerns of parents/communities? (20 minutes)**

School Task
Repeat the exercise that you have completed with the group above in face-to-face sessions with teachers and your peers in schools. How do the barriers relate to your school context and how can you work together to overcome them?

Session 6: Inclusive Education (30 mins)

Inclusive education is the most effective way to give all children a fair chance to go to school, learn, and develop the skills they need to thrive.

- Inclusive education means all children can be found in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.

- Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

Discuss in a group (30 mins): Discuss the following questions
- What do you understand by the term inclusion?
- What are the practical steps needed to 'support inclusion'?

School Task: Identify the support you will need to address these issues and create an action plan as part of your school improvement plan to address these issues.

> **Portfolio**
>
> **As part of your school self-review and developing your school improvement plan it is important that you reflect the steps you will take to address issues of discrimination and inclusion in your school. (20 mins)**

Topic 2: Ensuring practices of gender equity, inclusion, and diversity in schools

This topic on gender, inclusion, and diversity aims to increase understanding, recognition, respect, and value of people's differences, enabling school leaders and the professional learning community to realise their full potential through the promotion of a culture of inclusion for staff and students within schools and in the wider society.

By the end of this topic, you will:

- Have an increased understanding of the need to recognise, respect, and value individual differences.

- Recognise the impact of discrimination and discriminatory practices in education; and,

- Understand how to create a culture of inclusion for all in the school.

Inclusive education is all of the following things (and more!):
- A fundamental right to quality education.
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society.
- A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students.

Session 7: Practicing Issues Related to Gender Equality, Inclusion, and Diversity (1 hour)

Read the extracts below:

Paying attention to gender in education is about transforming policy and practices to promote equity, in order to ensure equality. Gender equality in education goes together with quality education because a quality education rejects gender discrimination and social injustice. Gender in education thus entails a process of making education a transformative process which promotes social change and contributes to building a just and democratic society.

Attaining gender equality in education would imply that girls and boys are offered the same chances to go to school and enjoy teaching methods through a curriculum and academic orientation unaffected by gender bias. And more broadly, they would enjoy

equal learning achievements and life opportunities through similar qualifications and experiences (UNESCO, 2003).

Thus, pursuing gender equity through education can be seen as girls and boys learning to question, challenge, and become agents of change regarding discriminatory and negative cultural practices and attitudes related to gender. This can be achieved through the curriculum (e.g. ensuring a good balance of role models, or avoiding or challenging negative stereotypes) but also through the behavior of school leadership and teachers, which should model gender-equitable behavior (e.g. challenging gender stereotypes and showing equal respect and expectations of females and males; ensuring that women and girls have a chance to speak and be heard, making sure it's not always a woman or girl who serves the tea, etc.

One of the contemporary issues identified in 21st century society is the status of women and girls in education, health, and employment. It is noted in Ethiopia that the girls are at a disadvantage in all areas and suffer from discrimination. The words **gender** and **sex** do not mean the same. **Gender** refers to the socially and culturally construed roles, responsibilities and behaviour that are believed to belong to men and women in a given society. **Sex**, on the other hand is the biological differences between women and men which are universal and determined at birth (MoE 2010).

Tip: Gender equality is the process of allocating resources, programs, and decision-making power fairly to both males and females without discrimination on the basis of sex; whereas gender equity is the process of allocating resources, programs, and decision-making power fairly to both males and females on the basis of their needs and potential.

**Discuss in a group:** Look at the inclusion education diagram below.
- Discuss with the group, which of the elements are treated well and which are not treated well in your school.

- With the group, think about what can be done to accommodate the differences.

- Design an action plan to rectify the differences. Use flip chart paper to record your action plan.

Portfolio

Make notes in your portfolio.

Figure 6: Inclusive Education
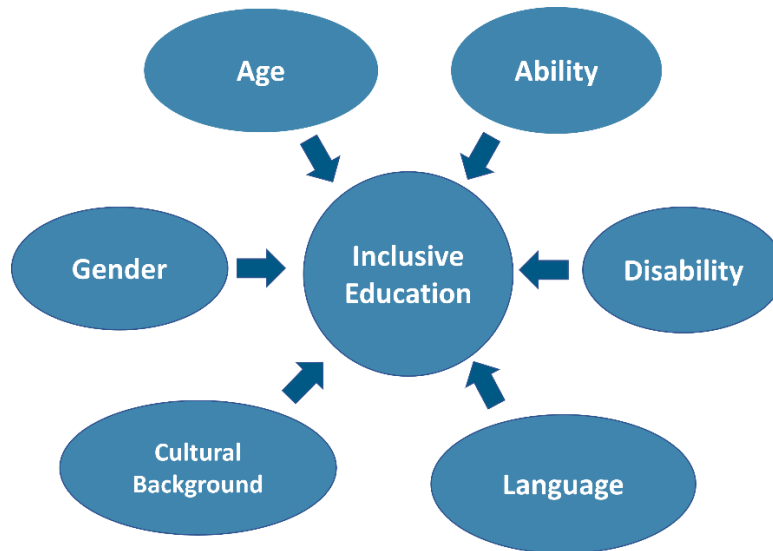
School Task: Think about the following:

- Reflect on some best practices of yours or neighboring schools and show how they correlate with school performance and learning outcomes. Make notes below.

- What do you propose to do to ensure gender equality and equity in your school?

- Reflect on the challenges that your school faces in the process of ensuring gender equality and equity.

- Draft a strategy that outlines how you would work with your staff to overcome the existing challenges. What will you do? How will you know your activities are working and has an impact? Make notes below or in your portfolio.

PLC Activity: Consider the following scenario and discuss with your peers.

In a school, a principal has placed children with disabilities in a separate classroom of an isolated building that is fitted with technological facilities for special needs, based on the assumption that these students would lack support and services if they are placed in the regular classroom.

- How do you evaluate the action of this principal in ensuring inclusion in his school? Has the leader done the right thing?

- How can diversity be managed in the school?
- What other options do you suggest from the features of an inclusive teaching learning practice?

Coach/Mentor discussion:

Read the extract below:

School leaders have begun to recognise that the school must be the central unit in any successful diversity reform effort. No matter how elegant the design, innovations that do not meet the needs of the school, and approaches that have no support among staff members, will never lead to meaningful change. So, considering this, discuss the following with your coach/mentor:

- Who is responsible for ensuring gender equality in the school?
- What should they be doing? Justify your reactions with reasons

Discuss in a group: Read the extract and discuss the questions below in the group.

A certain school leader is seen to be orienting and supporting all teacher in the same way on different issues. He also guides the teachers to treat students in the classroom the same way, with the same approach and with the same pace to get the same result. This principal also uses the same channel of communication (email and text message) with all parents.

- As a principal, do you think this school has ensured equity? Why?
- If this scenario were in your school, what would you do to ensure fairness?
  Write notes below.

Session 8: Making schools gender equitable, inclusive, and responsive to diversity.

Inclusive education is the process that aims to overcome barriers in learning and participation. It requires capacity building to ensure that schools are able to respond to diversity and to achieve meaningful learning outcomes for all children. This description is illustrated in the picture presented below:
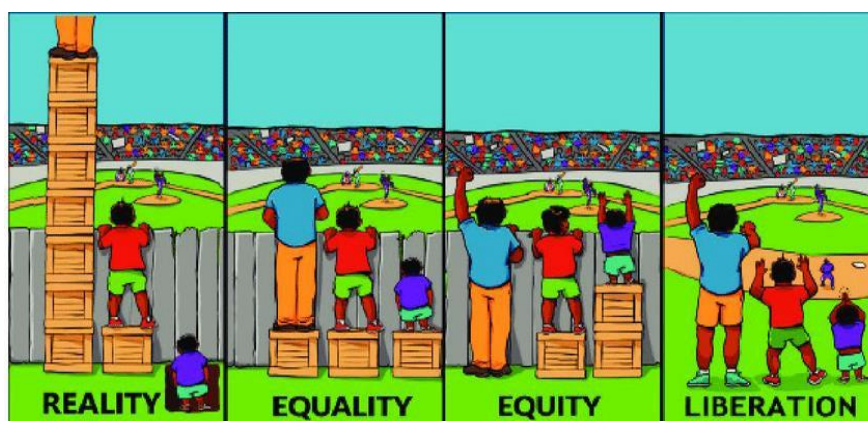
Discuss in a group (30 mins): Look carefully at the picture below and associate the concepts illustrated with your school reality, to describe equity, equality and liberation.

In your groups, discuss the following question:
- How would you describe the changes you see as the scenes move from reality to liberation?

Portfolio

Look carefully at the image again: note that all the figures in the image are male and they are observing a largely male-dominated sport and sporting context.

Images communicate very powerful messages and can prompt thinking and conversations.
- Reflect on any images that appear around the school, including your office, the staffroom, as well as classrooms.
- How are they chosen?
- Are the images diverse and inclusive?

Do they confirm discriminatory practices particularly with regard to gender? (e.g. Are all women and girls pictured as involved in caring/domestic activities?)

Discuss in a group (30 mins): Discuss how you would ensure that teaching and learning materials take account of the specific learning needs of female and male students in school. Write your thoughts on flip chart paper and then share your ideas with the wider group.

Discuss in a group (30 mins): As a group, read the case study below and respond to the questions.

> A school principal gave first-hand information on the impact of violence against girls in school for teachers and students. The principal also helped rural families to learn about the facts and change their attitudes to make the practice come to an end. Hence, the girls feel confident and no longer have thoughts of giving up on school. However, the principal has never told the girls and teachers

Questions:

- What do you think should have been done by the principal to end the gender violence in the school?
- With whom should the school collaborate to bring a sustainable change and create a safe and violence- free school environment?

Share your group's thoughts with the wider group in the session.

School Task: Reflect and think on your school community efforts to become gender equitable and inclusive. Then:

- Identify the issues the issues that are related to gender, inclusion, and diversity in your school.

- Prioritise the issues that you want to focus on as a school.

- Plan for how you will deal with these issues. What will you do? What will others do? What activities / resources need to be in place? How will you monitor this?

Session 9: **Gender-based and other discrimination in school**

Discuss in a group (30 mins): As a group, discuss the following questions:

- To what extent is education adaptable, in terms of being responsive to girls' and boys' different needs and lives, considering the phenomena such as girls' and women labour, early marriage and pregnancy?

- What are the concrete barriers that school leaders face?

- How will your own school context affect the efforts you make to address discrimination based on socio-economic and socio-cultural background?

Hint: Consider gender discrimination in terms of socio-cultural and economic status, girl students who are domestic workers, student pastoralist girls, girls with disabilities and special needs. (make notes in your portfolio)

School Task: Identify the documents (legislation, guidelines) that are relevant to understanding and addressing gender discrimination and reflect on how to utilise them in collaborating with school communities. Support your thoughts and ideas with evidence.

Session 10: Global Goals: Raising our Aspirations on Gender (Total 45 mins)

Ethiopia has committed and signed up to the Sustainable Development Goals set by the United Nations. See below:

Goal 4:1 – equity in education is a commitment that by 2030, gender disparities will be eliminated in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

Goal 4:7: equality through education is a commitment that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Thus, in Ethiopia, we have 10 years and a very long journey ahead of us. Education and schools will need to be at the forefront of changing attitudes towards girls, women, and people of differing abilities if attitudes in society are to change.

(School leaders will be provided with additional material to work through, drawing on an action research project focusing on inclusion for vulnerable children in schools.)

We would benefit from following the advice of Yetnebersh Nigussie. Read the extract below:

> **Yetnebersh Nigussie** grew up in rural Ethiopia. She became blind at the age of five following a preventable illness. Encouraged to complete her education, she is now a lawyer, campaigner, and Senior Inclusion Advisor at the NGO Light for the World. Her story is testament to the importance of education for all children.
>
> 'Focus on the person, not the disability! We have one disability, but 99 abilities to build on!'
>
> 'If I could change one thing in the world, I would change people's mindsets to think that inclusion – not exclusion – is the norm.'

PLC Activity: Discuss with your peers in the PLC group **(30 mins)**
Review the message of Yetnebersh Nigussie.

What steps could you take to introduce the ambition to 'Focus on the person, not the disability!' in your school? Identify the stakeholders you would need to engage in the process.

Concluding Remarks

Gender equality, inclusion, and the management of diversity are cross-cutting issues that have to be addressed across the entire school context. In this unit these issues have been approached from the perspective of what a leader has to consider in school leadership practices. Gender, inclusion, and diversity are not independent of each other: the accomplishment and the realisation of one can contribute to the enhancement of others, and failures in any area can have a similar knock-on effect. Accordingly, when the issue of inclusion is properly addressed, gender and diversity are also addressed. Whenever we are dealing with the issues of gender equality, inclusion, and diversity, we are dealing with people's rights to development, participation, protection, and personal growth. Hence, the three concepts are interrelated and interdependent: this is to be expected, since they are basic human rights.

Reviewing Learning Objectives

Module 1A, Day 3: Strengthening Collaboration

At the beginning of the day, we identified areas which would support us in strengthening collaboration with parents and stakeholders. Review the learning objectives for this module, deciding for each one whether you think you now have a good understanding **G,** a satisfactory understanding **S,** or are still unsure about it **U** .

Objective	G	S	U
Why is it important to develop and strengthen relationships between school and communities?			
How can positive relationships with parents/community and stakeholders support inclusion and promote diversity?			
How can positive relationships with parents/community and stakeholders support learning?			

Module 1A, Day 3: Gender Equality, Inclusion, and Diversity

We identified areas which would support us in strengthening collaboration to promote diversity and inclusion in education and to improve teaching and learning. Review the learning objectives for this module, using the same definition of the columns as given above: a good understanding **G,** a satisfactory understanding **S,** or are still unsure about it **U** .

Objective	G	S	U
Have an increased understanding of the need to recognise, respect, and value individual differences.			
Recognise the impact of discrimination and discriminatory practices in education.			
Understand how to create a culture of inclusion for all in the school.			

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High Impact Leadership for Tomorrow's School

Effective Principal 360°

Principa/'s Self-Assessment

Directions

Read each of the descriptors and place a number in the box using the following scale:

1 = Never

2 = Rarely

3 = Occassionally

4 = Frequently

5 = Almost Always

When responding to each item it is important to consider your normal daily behaviors. Think about how you invest your time and be completley honest with yourself. The purpose of this assessment is to get an accurate picture of the state of your leadership in relation to habits and practices that positively contribute to improved teaching and learning on a school campus. Your self-assessment will be used in combination with a series of observor assessments to provide you with an overall perception of how you are leading your school.

Congratulations, you are to be commended for undertaking this endeavor. It is a sign that you are interested in continuous improvement and value the input of others in identifying your effectiveness and areas for growth.

Effective principals know how to shift the culture of a school so that over time, a focus on improved teaching and learning becomes the core business of daily work. They collaborate with teachers to sharpen the vision of their schools around a shared set of expectations for curriculum, assessment, and instruction in every classroom.

Effective principals demonstrate a personal commitment to the vision by first changing their own daily habits and practices before asking others to do the same. They model their beliefs through daily interactions with teachers to improve learning for every student.

S setting & *Shaping Expectations*

Effective principals set and shape expectations through rebuilding a passion for change; focusing on teaching and learning; strengthening relationships based upon common covenants; and setting high expectations for all members of the school community.

Rebuilding a Passion for Change

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I carry on a dialogue with staff and emphasise the need to change and improve teaching and learning to help all children prepare for their future success. ☐

2. I ensure that faculty are acutely aware of the content, methodology, expectations, and rigor of educational systems of competing countries. ☐

3. I build a passion and sense of urgency for continuous improvements to the quality of learning for every student. ☐

4. I sustain the need and desire for change and improvement by facilitating the collection, analysis, and distribution of data to inform teachers in the design and alteration of learning experiences for students. ☐

Focusing on Teaching and Learning

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I work with teachers to bring clarity to the vision of the school by focusing on teaching and learning as the priority. ☐

2. I collaborate with teachers in the identification of expected standards for curriculum, assessment, and instruction for every classroom, every day. ☐

   • I protect the school from practices, disruptions, and distractions that take the focus away from teaching and learning as the priority. ☐

Effective Principal 360° Principal's Self-Assessment

Strengthening Relationships

Never {1}   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I empower teachers to identify needs and expectations for successful learning experiences so that students, parents, staff, administration, and community understand their roles and responsibilities in supporting the vision of the school.

2. I establish and build relationships that are based on covenants and commitments, not titles or transactions.

3. I work with teachers to build strong relationships within their teams and among their colleagues so that a culture of shared learning and practice becomes the norm.

4. I form positive relationships with school stakeholders, based on improved teaching and learning as the priority and core business of the school.

Setting High Expectations

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I work with teachers to set high academic standards that rise above state minimum expectations.

2. I collaborate with teachers to ensure that curriculum, assessment, and instruction are designed and delivered at a standard and expectational level that is comparable to what is provided in classrooms of competing countries.

3. I work with teachers to establish sufficient rigor in the daily learning activities and experiences of student

*C*reating Disequilibrium

Effective principals keep the school out of balance so that students and staff do not become complacent and accepting of existing conditions. The principal pushes for change and improvement by first modeling it in his/her daily practices and then facilitating it in others.

Modelling Change

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I engage others in understanding the purpose of changing my daily practices in order to provide greater attention to teaching and learning.

2. I refrain from spending time on traditional duties while school is in session and instead invest the majority of my day in classrooms and meetings with teachers.

3. I model an openness to learning from others and a desire to improve my instructional leadership skills.

4. I demonstrate a willingness to change structures and processes to support improved teaching and learning.

Managing Change

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I resist making decisions for others and insist on the use of collaborative processes that build ownership of change and improvement.

2. I use the vision of the school as the filter for new initiatives and raise key questions to keep proposals in alignment with the expectations that have been set in place.

3. I manage perceptions by addressing rumors and misperceptions with speed and clarity.

4. I engage teacher leaders in the identification of problems and opportunities as well as provide them with the authority and responsibility to collaborate with colleagues on changes to improve teaching and learning.

5. I recognise and reward staff for taking risks and initiating changes that advance the vision of the school.

Engaging Staff in Knowledge Transfer

Effective principals understand the knowledge transfer process and engage members of the school community in finding best practices; encouraging transfer; creating transfer; completing transfer; evaluating transfer; and assuring that transferred knowledge is used and improved throughout the school. Principals know that effective staff development is an ongoing and internal process that engages everyone in improvement.

Finding Best Practices

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I facilitate the identification of best practices that improve teaching and learning.

2. I work with faculty to ensure that the label, *best practice,* is only assigned when the practice has been subjected to a rigorous and collaborative review, and meets specific criteria and results established by teachers.

Encouraging & Creating Transfer

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I encourage teachers to nominate improvements to curriculum, assessment, and instruction for consideration as a best practice.

2. I provide structures and processes that encourage teachers to observe and study best practices.

3. I facilitate opportunities for teachers to transfer and coach best practices with other teachers.

Effective Principal 360° Principal's Self-Assessment

Ensuring & Evaluating Transfer

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I establish and oversee procedures that ensure the progress and completion of the transfer of best practices among teachers.

2. I facilitate the evaluation of the transfer of best practices to affirm that they are used and improved among teachers.

Improving Curriculum, Assessment & Instruction

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I facilitate the collection, distribution, analysis, and use of data to drive improvements to curriculum, instruction, and assessment.

2. I demonstrate a current knowledge of curriulum, assessment, and instruction in collegial work with teachers to improve and stengthen teaching and learning in every classroom.

   • I provide teachers with common planning time on a daily basis and participate in their meetings to collaborate on specific improvements to the learning experiences for every student.

Effective Principal 360° Principal's Self-Assessment

*O*bserving and Coaching the Learning Process
Effective principals conduct daily classroom walkthroughs; coach effective instruction; resolve specific learning problems of students; and create a learning environment that successfully reaches all children.

Conducting Classroom Walkthroughs

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I create a climate that is acustomed to regular and frequent visits to the classroom by professionals.

2. I visit classrooms to observe and monitor the quality of curriculum, assessments, and instruction that engage students in successful learning.

3. I engage teachers in an exchange of feedback from classroom walkthroughs that focus on the vision of the school and agreed upon standards.

Coaching Effective Instruction

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I provide teachers with the opportunity to critique their own delivery of curriculum, assessment, and instruction.

2. I use effective coaching techniques that provide teachers with useful feedback versus evaluative judgement.

3. I differentiate my coaching of teachers based upon their personal needs, desires, personality, and preferred learning styles.

4. I facilitate peer coaching by allowing teachers to visit each other's classrooms and assist in the process of improving teaching and learning

Effective Principal 360° Principal's Self-Assessment

Resolving Learning Problems

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. Icollaborate with teachers to identify learning problems of individual students in a timely manner. ☐

2. I design and manage networks of support that share the responsibility of resolving identified learning problems of individual students as they occur. ☐

3. I require all learning teams to report back on the success of learning interventions and the need for any additional remediation. ☐

Reaching all Learners

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I work collaboratively to reduce the amount of teacher variability of effectiveness so that every student realises a minimum of a year's worth of academic growth per subject, per school year. ☐

2. I confront, elminate, or alter practices that are in direct conflict with the vision of the school and the improvement of teaching and learning. ☐

3. I insist that teachers collaborate with one another to provide differentiated content, processes, and instructional strategies that reach and challenge each learner on a daily basis. ☐

4. I ensure that in every classroom, students are provided with relevant and highly engaging learning experiences that capture their interest and desire to succeed. ☐

5. I seek input from students to monitor their satisfaction and success with their learning. ☐

*E*xpanding Knowledge and Skills

Effective principals share and learn with their peers; conduct action research to improve their schools; read and re/feet upon current books and articles in the field; and engage in staff development alongside teachers to improve knowledge and skills related to the classroom.

Sharing and Learning with other Leaders

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I reach out to colleagues to learn and share ideas and best practices to improve my leadership.

2. I seek the advice, assistance, and support of available resources such as state associations, universities, and professional networks to enhance my knowledge and skills in the improvement of teaching and learning.

Conducting Action Research

Never (1)   Rarely (2)   Occasionally (3)   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I design and implement action research projects that support the advancement of teaching and learning in my school.

2. I use formal action research processes to identify a problem and use data to guide and evaluate actions and results.

Effective Principal 360° Principal's Self-Assessment

Reading and Reflecting

Never (1)   Rarely (2)   Occasionally {3}   Frequently (4)   Almost Always (5)

In my daily practice ...

1. I invest time in reading professional literature and keeping up with challenges, trends, and opportunities in the field.

2. I take time to reflect upon my effectiveness as a leader and how to improve myself.

3. I reflect on my personal life and provide attention to my family and friends.

Training alongside Teachers

Never {1}   Rarely {2}   Occasionally {3}   Frequently (4)   Almost Always {5}

In my daily practice ...

1. I place myself in the role of learner alongside teachers to demonstrate and model an openness and hunger for new ideas and information.

2. I attend teacher team meetings, teacher staff development, and teacher conferences to maintain knowledge and skills equivalent to the instructional staff.

Annex II: Portfolio Insert: Module 1 Part 1: - IMPACTFUL SCHOOL LEADERSHIP

Introduction

In Module 1 part 1, there are activities which needed evidence to be attached as part of portfolio documentation. Therefore, this tool has been designed to support:

- the identification of appropriate evidence.
- on-going monitoring and review of portfolio.
- lead trainers and school leaders and those working with them to develop teaching practice.

This form should be completed by **lead trainers every week** in discussion with the school leaders. The evidence gathered needs to be checked and ticked in the empty boxes to identify which evidence is collected.

N: B: - Evidence that will be gathered needs to include the necessary information, such as: Date, Name, Position and Signature of participants of the activities.

Page No.	Prompt to add evidence into **Portfolio**	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
13	Note the key ideas and principles of the different leadership styles in your portfolio.	Individual	Notes of key ideas and styles ☐		
16	Organise your conclusions as part of your portfolio	Individual	Conclusion ☐		
21	Record your reflections in your portfolio in relation to the above school leadership practices	Individual	Record of reflections ☐		
28	Capture the ideas and plans in your portfolio.	Individual	Captured ideas and plans ☐ Evidence of the efforts made to implement the plans ☐		
31	Keep a record in your portfolio about the successes and challenges you encounter with bringing this individual into a closer sphere of influence.		Record of the successes and challenges ☐		
33	Reflect on what you have learned about influencing and engaging stakeholders in the vision for improving the school – Who would you involve in deciding on the priorities and actions for the school?	Group	Evidence of notes for all reflections from a -☐		
35	Read the scenario on page 35 and answer the questions from 1- 9	Individual	Notes of the answers ☐		
39	Based on the case study on page 39, reflect on the questions from 1-3	individual	Notes of reflections for questions from 1-3 ☐		
42	Review your understanding of the role of parents and stakeholders as a means of strengthening collaboration and to improve teaching and learning.	group	Evidence of review ☐		

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
42	How will you introduce the topic of building relationships with ALL parents/members of your school community?	group	Summary of discussion ☐		
43	Note the strategies shared, plus any of your own. How will you begin to address the concerns of parents/communities?	Group	Note of the strategies ☐ Note on how to address the concerns of parents/communities ☐		
44	As part of your school self-review and developing your school improvement plan, it is important that you reflect the steps you will take to address issues of discrimination and inclusion in your school.	Peer activity	Evidence of reflection of the steps ☐		
46	Look at the inclusion education diagram om page 47 & respond to the questions	group	Evidence of Notes ☐		
49	Look carefully at the image again: note that all the figures in the image are male and they are observing a largely male-dominated sport and sporting context. Read more on page 49	Group	Evidence of the reflection for the activity ☐		
	Other Portfolio Inserts (Evidence to be added in the Portfolio)				
N/A	Adaptation of 8 weeks roadmap (individual and peer learning schedule)	Group (SL, SS & LT)	Adapted 8 weeks roadmap with timeline ☐		
N/A	Professional Learning Community meeting (Module 1)	Group	Minutes of the meeting ☐		
N/A	LT weekly face to face visit reports (not the one sent for finance purpose)	LT and SL	4 LT weekly visit reports dated & signed by the school and woreda office ☐		

Lead trainer's overall comment

Total Ticked boxes _____

_____
_____
_____
_____

Name and Signature of LT_____ Date _____

Key trainer's overall comment

Confirmed total ticked boxes_____

_____
_____
_____
_____

Name and Signature of KT_____ Date _____

Approval and seal from school and Woreda_____