

Module 1 Part II

Engagement and Collaboration in School



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Acronyms and Abbreviations

CTE	Collective Teacher Efficacy
CPD	Continuing Professional Development
MOE	Ministry of Education
PLC	Professional Learning Communities
PSTA	Parent-Student-Teacher Association
REB	Regional Education Bureau
SIP	School Improvement Program
SL	School Leadership
WEO	Woreda Education Office
CPD	Continuous Professional Development
PTSA	Parent, Teacher, and Student Association
SEN	Special Educational Needs
SSR	School Self-Review

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

Collective Teacher Efficacy

The impact of teachers' beliefs that their actions can and will improve learning outcomes.

Collaboration

A coordinated approach to support students' learning and development in school and at home

Engagement

The degree of attention, commitment curiosity, interest, and passion demonstrated

Good governance

Good governance is a transparent and accountable manner in which the school is led.

Policy documents

Directives, rules, guidelines, and legislative documents that school leaders are required to implement.

Teacher Efficacy

Teacher efficacy is a simple idea with significant implications. A teacher's efficacy is the belief and judgment of his or her capabilities to bring about desired outcomes of student engagement and learning.

1. Module 1 Part II Introduction

Module 1 Part II is the second part of the first module, Module 1 Part I. This module focuses on how we strengthen the quality of teaching and learning by collaborating with others. As part of the structure of the School Leadership Training Programme, you will already be collaborating with teachers, peers, mentors, and trainers.

This module explores how deepening and extending these collaborations will support your leadership of learning and support the journey of the school and its stakeholders in improving the quality of education for all.

This module will support you as school leaders to manage change and conflict and implement government directives.

1.1 Module 1 Part II Roadmap of 4 week Individual and Peer Learning

Module 1 Part II	Weeks 1-4	Individual activities: completed in your school:	Peer activities:
	During weeks 1-2	(Go through learning linked to Unit 1) <ul style="list-style-type: none"> Revisit your learning from the F2F sessions Review literature on conflict resolution Research and define innovation and invention Identify changes and how you would implement them in your school Read and review government documents and become familiar with them. 	Discuss with peers strategies to resolve conflict Agree on your next steps.
	During weeks 3-4	(Go through learning linked to Units 2 and 3) <ul style="list-style-type: none"> Revisit your learning from the F2F sessions Review literature on coaching and mentoring. Ensure that time is set aside to practice coaching and mentoring Ensure collaborative teacher efficacy/ team spirit Use coaching approaches to deliver developmental feedback. Ensure you are strengthening collaboration with others to support school improvement Revisit notes on creating an environment for professional learning within and between schools. 	Share updates Discuss with peers aspects of coaching and mentoring Share examples of good practice. Show support and encouragement for each other Co-coaching and mentoring sessions, reflection and feedback. Discuss the next steps and plans.

1.2 Module 1 Part II Summary

Leading on from module 1 Part I, which looked at effective leadership and at how critical it is that all students are included and valued. We need to recognise that changing individuals' and communities' attitudes towards diversity and inclusion can be a slow and challenging process – but one that every school leader must tackle. As part of this change process, school leaders may encounter challenges and resistance.

Resistance to change is inevitable. As humans, we fear change and seek to maintain the status quo where we feel comfortable. In order to bring about any change or improvement, school leaders will need the skills to overcome resistance and influence those they lead to embracing new ideas and ways of working.

As we know, schools are not islands; they are part of a social system and need to collaborate both internally and externally with partners to improve the quality of teaching and learning.

This module will support you to understand how to engage and collaborate with others to manage conflicts and change, improve the quality of teaching and learning and how ensure you are knowledgeable about government directives.

This module comprises three units delivered across two face-to-face days.

Unit 1 – Managing conflict and initiating change

Unit 2 – Implementing government policy documents for school effectiveness

Unit 3 – Improving learning through joint practices

Face-to-Face Facilitated Professional Learning

Day 1 key themes

- The participants will develop their understanding of and practice conflict resolution strategies in school
- Understand about change management
- Understand the importance of government policy for school effectiveness.

Day 2 key themes

- The participants will develop their understanding of coaching to support reflective practice and teacher efficacy.
- Understand how to give feedback on peer coaching
- Reflect on research output and impact of classroom teacher efficacy (CTE)
- Understand the value and role of professional learning communities (PLCs) and professional networking in supporting school improvement.

1.3 Module 1 Part II Outcomes

Module Outcomes for Day 1:

The learning outcomes for Day 1 are as follows:

Day 1: School leaders will

- A. Practice conflict-resolution strategies in schools
- B. Transform school culture through change management
- C. Ensure good governance, transparency, inclusiveness, and

Module Outcomes for Day 2:

The learning outcomes for Day 2 are as follows:

Day 2: School leaders will

- 1. Recognize the impact of coaching in the school context
- 2. Familiarize themselves with a structured approach to coaching (T-GROW)
- 3. Developing coaching skills and recognize the role of coaching in improving teaching and learning
- 4. Recognize the impact of classroom teacher efficacy in improving learning outcomes.
- 5. Develop team spirit and build teams in the school
- 6. Recognize the value of professional learning communities (PLC)

The objectives for Module 1Part II, Day 1 and Day 2 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: Managing Conflicts and initiating change, First F2F Day



Your trainer will guide you through all the content and activities across all the units during your 2 x F2F days and guide you through the activities you will do back in your school and with your peers. The first day includes Units 1 and 2.

Before we start with this unit, we will take the opportunity to reflect and review our learning from the previous module 1 Part I.



Reflecting on 4-Weeks' School-based Development and Learning (20 mins)



In pairs, reflect on peer and school-based achievements, discuss highlights of leadership practices and competencies, and share good practices.

Discuss your successes, challenges, questions, and insights with your group.

Share these with the larger group.

Using a Self-Evaluation Framework for School Improvement



Exercise: Reflecting on evidence of progress

Think about what evidence you might submit as evidence of your progress against the competencies. Fill in the chart below with your ideas and reflections. Ask your trainer and peers for ideas too.

Portfolio section	Sample evidence source	Reflection
Introduction	Biographical information	
Competency 1 The school leader will demonstrate their commitment to driving improved student Outcomes and increasing the inclusion of all students.	<i>e.g. a summary of some PD you led with teachers; a summary of a coaching session you had...</i>	<i>Your ideas of how this supported you to drive student outcomes and what you still need to do...</i>
Competency 2 The school leader will promote a culture of a 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.		

Expected Outcomes

Recall the Day 1 Module outcomes given above

- A. Practice conflict-resolution strategies in schools
- B. Transform school culture through change management
- C. Ensure good governance, transparency, inclusiveness, and accountability



Unit Introduction

Schools are prone to conflicts and a breakdown in communication. School-based conflicts can be ignited by a number of issues. Yet, school leaders are expected to address conflicts in their schools.

In this unit, we will look at continuing the conversation about inclusion and diversity and how we can engage others to be inclusive, which may sometimes be a source of conflict. Changing individuals' and communities' attitudes towards diversity and inclusion can be a slow and challenging process. As part of this change process, school leaders may encounter challenges and resistance.

Resistance to change is inevitable. As humans, we fear change and seek to maintain the status quo. In order to bring about any change or improvement, school leaders will need the skills to overcome resistance and enable those they lead to embracing new ideas and ways of working.

In this unit, we link overcoming resistance and leading change with the need to ensure diversity and inclusion are integrated into all aspects of school life.

The theories in the box below provide some insights into conflicts:



Conflict is described as 'an opposition or competition between two or more forces arising either from the pursuit of incompatible goals or a clash of rival opinions' (Aja, 2013). It occurs when different perceptions or opinions are contradictory in nature (Bano, Ashraf, & Zia, 2013) and arises whenever perceived or real interest collides in the organization (Hanson, 1991).

Kinard (1988) cited in Gebretensay (2002), distinguishes between three types or levels of conflict:

- 1) Conflict may occur within an individual, hence an **intrapersonal conflict**.
- 2) Conflict may occur between individuals who are brought together in workplaces or elsewhere. This type of conflict is often termed **interpersonal conflict**.
- 3) Conflict may occur at the level of groups, called **group conflict**.

Session 1: Implementing conflict management mechanisms in resolving and managing conflicts in schools.



Discuss in a group (45 mins): Discuss the following questions with your group:

- a. What types of conflicts occur in school and who could be involved in the conflict?
- b. What do you think could be the source of the conflicts?
- c. What effect could conflicts have on the performance of a school?

- d. Select one or two examples of conflict that you have witnessed in a school environment. How did the school leader attempt to resolve the conflicts?
- e. Which strategies worked well and which did not?
Record the strategies used on flip chart paper and in your portfolios.



PLC Activity: Work in a group (1 hour)

Read the case study and extract below.

As a group, discuss what strategy/ strategies would help to resolve the conflict.

As you offer your thoughts, give reasons as to why you think this strategy would work.

Record the strategies and reasons on flip chart paper.



Eight teachers in 'Robit' secondary school have been engaged in a serious conflict about the utilization of school finances. They are divided into two groups with differing views and opinions. During the last staff meeting four teachers sat on one side of the room and four on the other. When the school leader presented the meeting agenda some teachers argued the need to discuss school budget issues. The leader wished to discuss a number of urgent issues which he had put on the agenda. However, the teachers interrupted him by shouting and raising their hands. Thus, the school leader was obliged to adjourn the meeting after 30 minutes as they couldn't agree on the presented agenda. The school leader sensed the tension in the room and decided to postpone the meeting. He scheduled another meeting to be held after three days as he needed time to prepare to resolve the conflict first.



Read the extract below:



Conflict is inevitable, and in principle all conflicts cannot be resolved and managed (Ramani & Zhimin, 2010). Conflict affects the smooth running of the teaching and learning process, but, if carefully examined and resolved properly its effects can be minimized. Researchers argue that teachers and school leaders should have sufficient knowledge about how conflict occurs, and how they can respond or manage it so as to bring positive changes and minimize any negative effects (Olubunmi, 2014). Kenneth Thomas and Ralph Kilmann (2016) developed **five conflict-resolution strategies** that people use to handle conflict. These are **avoiding, defeating, compromising, accommodating, and collaborating**.



Coach/Mentor discussion: Managing and minimizing conflict is important to the effectiveness and smooth running of the school.

With your coach/mentor, discuss the theories around conflict resolution.



Session 2: Initiating and managing change

The management of change is a key function of a school leader. The role encompasses **identifying the need for change**, understanding what a priority for change is, and recognizing and acknowledging people's **emotional and psychological responses to change** and **achieving the change that the school needs**.

A significant amount of research has been carried out and many books have been written on the theory and management of change. Interest in managing change came initially from the business world and much of this is now applied to the world of education.



Exploring change management (Total 1 hour)

Here, we will learn to recognize key change management terms including innovation, invention, and creativity.

Read the extract below:



Change is the observation of difference over time in one or more dimensions of the school. It refers to alterations at the broadest level among individuals, groups, and at the collective level across the entire school (Kezar, 2001).

Change in a school refers to any planned or unplanned alteration in a school's processes, strategy, structure, technology, and/or people. It is the process of moving a school from a **current state** (how things are done today) through a **transition state** to a **desired future** (the new processes, systems, organization, structures, or job roles as well as new skills, knowledge, and attitudes of people who have been brought into the school).



Discuss in a group (20 mins): Discuss the question below:

- Why do we need a change in a school?
- Discuss with your group and briefly explain the reasons provided either on flip chart paper or in the space below.



Discuss in a group (30 mins): In your group, discuss the following themes. Make notes on your answers.

- Share your own experiences of implementing and managing a change.
- What were the barriers to the change you experienced?
- Share any strategies that were successful in managing change.



Defining innovation and invention (30 mins)



School Task: Research and define the terms below:

a. Innovation =

b. Invention =

c. Creativity =

Read the following extracts (Total 1 hour)



Invention: 'The best way to predict the future is to invent it' (Alan Kay).

Invention is:

- creating something new that has never existed before
- often about creating something that has yet to be desired.

The relationship between invention and innovation is:

Innovation = Invention + Exploitation

If the invention can be exploited or used and transformed into change, that adds value to a customer, then it becomes an innovation (www.sagepub.com)



Creativity is the ability to bring something new into existence. This definition emphasizes the 'ability' not the 'activity' of bringing something new into existence. For example, a person may conceive of something new and envision how it will be useful, but not necessarily take the necessary action to make it a reality.

However, when someone brings the creative ideas into useful applications that add value for the stakeholders of schools, it is referred as innovation. Innovation, therefore, is the transformation of creative ideas into useful applications, but creativity is a prerequisite to innovation. In another way, we could put it as follows:

Innovation = Creativity + Exploitation (www.sagepub.com)



Experiencing innovation and invention

Discuss in a group: Discuss the following questions with peers in the group:

- a. Can you identify examples of innovation and invention?
- b. Express what makes innovation different from creativity using examples
- c. How can creativity be promoted in school?
- d. Share your experiences of managing change, innovation, and invention in your school? Reflect on your experiences
- e. Share the techniques that you used to manage change, innovation and invention in your school?

Make notes below or on a flip chart paper



Session 3: Demonstrating skills for conflict management in school (1 hour)

Change management skills are necessary to implement changes and make changes sustainable. School leaders need various change management skills to implement and manage changes in the school. (Please read the materials given on change management below).

Remind participants that session 3 focuses on their school tasks and the PLC activity.



School Task (30 mins):

- How do you initiate change?
- Identify activities that need improvement or change in your school and apply your skills to implement change.



The situation in which we are working does not allow us to continue teaching or students as we did before the COVID-19 pandemic. This is a real-life practical example of planned change in the school context.



PLC Activity - Work with your peers in a group (30 mins): Share your experiences of this change and identify the stages of change, as well as the actions and activities you undertook to bring about this significant change.

Session 4: Tools for change management



Read the extract below in the session:



1. **ADKAR model.** This is a good model to manage change in organizations. It is a multi-faceted model developed by Prosci to aid in change management. The model assists in identifying the forces opposing change, supporting those needed to participate in the change, and developing a plan to implement and sustain the change after it has been carried out. ADKAR is an acronym for the model, which is broken down as:
 - **Awareness** – of why the change is needed
 - **Desire** – to support and participate in the change
 - **Knowledge** – of how to change
 - **Ability** – to implement new skills and behaviours
 - **Reinforcement** – to sustain the change
2. **Lewin model.** This has three stages.
 - **Unfreeze:** This first stage of change involves preparing the organization to accept that change is necessary, which involves breaking down the existing status quo before you can build up a new way of operating.
 - **Change:** After the uncertainty created in the unfreeze stage, the change stage is where people begin to resolve their uncertainty and look for new ways to do things. People start to believe and act in ways that support the new direction.
 - **Refreeze:** When the changes are taking shape and people have embraced the new ways of working, the school is ready to refreeze.



Impactful school leaders need to have the skills to manage changes in their schools.



Read the information below.



Key skills to manage change and reform:

Cognitive skills such as self-understanding, conceptualization, and evaluation
Communication skills which include messaging, explaining, and negotiating
Juggling skills to handle or deal with several things at one time

School leaders need to combine these skills, using each as required to address the impact of change/reform on people in the organization, the culture of the organization, and the processes required to effect the change/reform.



Discuss in a group:

Discuss with your peers in the group:

- a. What are the skills you need to implement and manage the change in your school?
- b. How do you ensure that any change is inclusive for all learners and teachers?



Coach/Mentor discussion:

Discuss with your coach:

- What skills do you need to develop to manage change effectively?
- How can you do this? / What support do you need?

Unit learning self-assessment

Read the following scenario and answer the questions below, making notes in your portfolio.



Principal Z is a leader of a secondary school in Addis Ababa. The school has 2,500 students: 1,500 male and 1,000 female students. There are 250 male and female students who have visual or hearing impairments. In the school there are students aged between 12 to 21 years.

The age differences in the school make the classroom very heterogeneous and the teachers are unable to promote a smooth teaching learning process.

Absenteeism, disagreement, distrust, and low teachers' performance and students' achievement are common in the school. Similarly, the community has raised questions related to their children's academic performance.

Different needs have been raised by teachers, students, and the community. Teachers have requested access to the internet and Wi-Fi service.

Teachers and students with hearing and visual impairment have requested access to technologies that support their teaching learning needs. The leader is frustrated by his inability to respond to these requests.

Principal Z has spent little time in managing issues in the school like students' behavior, teachers' behavior, and performance. He has given responsibility for some key areas to the two vice principals. These include conflict management, students' issues, and classroom conditions. The vice principals have attempted to bring certain changes in students' behavior but failed with respect to teachers' behavior, their performance, and students' achievement. The vice principals lack conflict-resolution and change-management skills.

- How do you describe the success of a school?
- What types of conflicts have arisen in the case study school?
- What questions could you ask principal Z to help identify the priorities for the school?

- What questions could you ask the vice principals in helping them to replan their intervention around behaviour management in the school?

3. Unit 2: Implementing government policy documents for school effectiveness, First F2F Day.

Unit introduction



Changes in the country's economic, political, and social systems have brought unprecedented improvements in human living conditions. One of the challenges for school leaders is leading in a way that promotes, supports, and sustains all staff and the school community without discriminating against the marginalized.

In this unit we will be discussing another important aspect of school leadership – that of **school governance** – this is the way in which school leaders work with a range of stakeholders to ensure that the resources available to the school are used effectively to meet the needs of learners.

School leadership and governance can be described as the use of economic, political, and administrative authority to manage activities at all levels in a school.

This unit also deals with the way in which government policy and advice can be implemented at the school level to strengthen school governance.

Expected outcomes

School leaders will be able to:

- apply government guidelines and directives
- ensure good governance, transparency, inclusiveness, and accountability
- enhance school effectiveness and efficiencies by leading learning.

Unit topics

The unit has three topics:

- **Topic 1:** Understanding self-roles and responsiveness to government policy documents.
- **Topic 2:** Practicing good governance, transparency, inclusiveness and accountability
- **Topic 3:** Ensuring effectiveness and efficiency of school leadership and supervision practices



Topic 1: Understanding the school leaders' roles and responsibilities in responding to government policy

Effective and efficient implementation of government policy interventions or initiatives will support the effectiveness of school leaders in guiding the improvement of learning and ensuring the health and safety of all in school.

School Task: Exploring different guidelines and directives

Identify and list the policy documents and guidelines (both federal and regional levels)





The National Professional Standard for School Principals sets out the expectation that principals should:

- Demonstrate a knowledge of policies and documents developed by the ministry of Education.
- Uphold and model professional ethics, policies, and codes of professional conduct.
- Implement guidelines and directives which aim to boost the performance of schools, for example, ESDP is a comprehensive intervention package developed by the government in order to mobilize national and international efforts to boost the performance of the system, in particular the primary education sub-sector. It is in fact a document that 'translates the policy statement into action' comprising the first five-year plans within a 20-year perspective plan.

available in your school.

Read the information below.



A number of policy implementation documents, frameworks, and guidelines are prepared and disseminated by the MoE and Regional Education Bureaus. These include:

- Education and Training policy
- Education and Training policy and its implementation guide
ESDP I, II, III, IV, V, and VI
- School Improvement Programme guidelines and framework TDP
blueprint, framework and guidelines
- The National Professional Standards for school leaders and teachers
The National Inspection Framework



Peer Activity: Discuss with a partner in the session:

- Looking at the two extracts above, which documents have you found useful in understanding government expectations of school leaders?



Discuss in a group (20 mins): Share your experiences of how the documents helped you to overcome any concerns/challenges in the school. Make notes below.

Portfolio

Review the documents in the box above and summarize their aims, relating these to your own school context. Make notes in your portfolio.

Topic 2: Practicing good governance, transparency, accountability, and inclusiveness



Read the extract



Good governance is characterized by participation, rule of law, transparency, responsiveness, consensus orientation, effectiveness and efficiency, accountability, and strategic vision. These characteristics of good governance are interrelated and mutually reinforcing, and cannot stand alone (UNDP, 1994).

Good governance ensures that the voices of all and the most vulnerable are heard in decision-making over the allocation and distribution of activities, and resources in schools.

Governance is led and modelled by the school leader working in partnership with stakeholders.



Practising accountability, inclusiveness, and transparency (45 mins)

Discuss in a group: Discuss the questions with your peers and makes notes below.



1. What do you understand by good governance?
2. How do you exercise transparency, inclusion, and accountability in your school?

Scenario



Read the following case study:



In AA secondary school a decision-making group had been formed and was open to ideas and suggestions from a range of school stakeholders. The decision-making group conducted their meetings and discussions seated in a circle.

An agenda was published at least a day before the meeting. Members made every effort to have included on the agenda those items they wished to bring before the group.

Any member of the group was able to call for a vote on a proposal and a majority vote confirmed/refused the proposal.

Non-members of the group were asked to submit any proposed agenda items to the principal's office before the meeting.

Agenda items were usually presented as proposals for discussion.



PLC Activity – discuss with your peers at a PLC.

Based on the scenario presented above, reflect on the following questions.

- a. How could the school leader ensure that the decisions made by the group were fair and transparent to all?
- b. Reflect on the governance/decision-making groups or structures that are in place in your school. Could you suggest any improvements which would help to promote transparency?

Topic 3: Ensuring the effectiveness of school leadership and supervision practices in implementing directives and guidelines



Improving effectiveness and efficiency in instructional leadership (45 mins)

There are a variety of ways in which school improvement action planning, directives, and guidelines could be effectively implemented at the school level.



Read the extract below:



The general definition of effectiveness, according to Ninan (2006) and Scheerens (1999), is the ability to achieve stated education goals. But school effectiveness is a multifaceted concept, which makes its definition and subsequent analysis difficult. For example, a specific definition of effectiveness may depend upon the educational outcome being examined. Schools that improve test scores from year to year may be considered effective, but schools or school districts may improve scores on one set of tests and fail to improve on other tests or on other indicators such as student retention or percent of students taking placement courses. Secondly, studies have illustrated that schools can be more effective for some students than for others and that their effectiveness can vary across curriculum areas and over time (Wyatt, 1996).

When an education system produces 'graduates' who are well prepared for the multiple demands placed upon them outside of school, then it is said to have high *external effectiveness*.



Peer Activity: discuss with a partner in the session.

Reflecting on the national and regional guidelines and directives, discuss the importance of accountability for your leadership effectiveness with your partner.



PLC Activity: Discuss with your peers in your PLC group.

Read the following case study and discuss the questions below with your group.

Case Study

Mr. X and Mrs. Y work as principal and vice principal in a rural secondary school in Ethiopia. The school is 500 kms away from the capital city and 350 kms from the nearest city.

The school received government policy directives and guidelines after a delay of three or four months. One of the guidelines sent to the school in February 2020 (2012 E.C.) requested that the school send the teachers' performance appraisal results up to 25 April 2020 (2012 E.C.). The purpose of the appraisal was to provide summer education opportunities for teachers on a competitive basis.

Mr. X received the guideline on 20 April 2020 (2012 E.C.) and put it down on his table (Mr. X dislikes to read and review directives and guidelines sent from the government). On behalf of Mr. X, Mrs. Y read the document and told him about the underlined points of directives and guidelines sent from the government.

Mrs. Y got the performance appraisal request guideline sent from the government on 23 April 2020 (2012 E.C.). When she read the guideline, she realized that they requested teachers' performance appraisals to be sent to the Regional Education Bureau for education opportunities. However, the guidelines lacked clarity about how the appraisals should be carried out. The deadline passed, and the performance appraisals were not sent. After a number of days, the teachers in the school heard about the opportunities for summer education from colleagues in nearby schools. They asked the principals why they had missed out on the opportunity. The explanations provided by the principals were unacceptable to the teachers. This resulted in a conflict arising between the teachers and the principals.

- a. Review the above scenario with your group and identify issues from it.
- b. Collect ideas and suggestions for solutions.
- c. Share the thoughts of your group with the whole group.
- d. How would you describe the performances of Mr. X and Mrs. Y in relation to the effective implementation of directives and guidelines?
- e. If you were in the place of Mr. X and Mrs. Y', what would you do next? Reflect your views.

Unit learning self-assessment

Instructions: using a separate sheet, to be attached at the end of your portfolio, reflect on the following questions to measure your level of understanding of the unit.

1. How can using government documents contribute to the smooth implementation of school activities?
2. What strategies are important in sharing data, information, and decision-making in your school?
3. How could you find out about the perceived level of trust from your school community?
4. Which government policy documents do you use to support school effectiveness and efficiency?

Portfolio

Add your reflections to your portfolio.

4. Unit 3: Improving learning through joint practices, Second F2F Day



Your trainer will guide you through all the content and activities below during your two F2F days and guide you through the activities you will do back in your school and with your peers.



Unit Introduction

This unit deals with improving learning outcomes through reflecting on the impact of professional development and empowering teaching and learning practices, strengthening collaboration with internal communities, and creating a strong partnership with other stakeholders. The unit focuses on improving learning outcomes through continuous coaching and mentoring and its effective practices, by practically engaging in Professional Learning Communities.

Unit 3 focuses on improving learning through joint practices. There are three main topics:

- **Topic 1:** Improving learning through coaching and mentoring.
- **Topic 2:** Teachers' collaboration and team spirit.
- **Topic 3:** Professional learning communities (PLC) and a professional networking (PN).

Expected Outcomes

School leaders will be able to:

- Recognize the impact of coaching in the school context.
- Familiarize themselves with a structured approach to coaching (T-GROW);
- Develop coaching skills and recognize the role of coaching in improving teaching and learning;
- Recognize the impact of classroom teacher efficacy in improving learning outcomes;
- Developing team spirit and building team in the school and,
- Recognize the value of professional learning communities (PLCs) and a professional networking (PN) in supporting school improvement.



Topic 1: Improving Learning through Coaching and Mentoring

In this unit, we will look in detail at:

- **What** is coaching (in the context of school improvement)?
- **Why** do you believe coaching is critical to school improvement?
- **How** does effective coaching work in a school context?
- **How** will you embed coaching into your own practice and into your school?

Coaches are responsible for enabling professional learning by:

- Supporting the teachers in identifying issues around teaching and learning to develop their practice;
- Solving day-to-day challenges that the teachers encounters; and,
- Providing on-site support to develop the capacity of all teachers.

We know that we all learn best when:

- Our learning is memorable.
- We are actively involved in our learning.
- We can try out a new skill in a safe environment.
- We learn from and with others.



Session 1: What is coaching (in the context of school improvement)?



Peer Activity: (10 mins)

Discuss: *What do we mean by coaching?*

Then, share your ideas with the larger group.



Coaching provides focused one-to-one support for teachers through observation and coaching conversations. Here are two definitions:



Coaching is 'a relationship and process by which the coach facilitates the success of others through a belief in that person's ability to find their own solutions and to enhance performance.' *Whitmore, J. (1992). Coaching for performance, Nicholas Brealey Publishing*

'Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.' *Thomas, W. (2004). Coaching solutions resource book, Network Continuum Press*

Coaching: key points

- Simply **telling** people things and **monitoring** people's use of those things yields weaker outcomes... because changes in behavior are also underpinned by things such as beliefs, values, and motivations.
- Challenging learners with questioning leads to thinking and in turn the potential for behaviour change.
- Real breakthroughs in development come not just from the doing, but also from 'thinking about the doing'.



Discuss in a group (30 mins)

In your group, discuss the information above, reflecting particularly on the idea that simply telling people things and monitoring people's use of those things yields weaker outcomes... because changes in behavior are also underpinned by things such as beliefs, values, and motivations.

- What does this mean for us as school leaders?
- How do we empower real change in teachers?

Portfolio

What does this mean for us as school leaders? We want to promote and support real changes in teacher behavior – how do we avoid simply TELLING and MONITORING? 10 minutes



Peer Activity: Work with a partner in the session. (30 mins)

Look at the image of the iceberg and read Hemingway's Iceberg theory below.

Explain what you understand from this theory to your partner and then form a group of 4 with another pair and share your understanding with these colleagues.

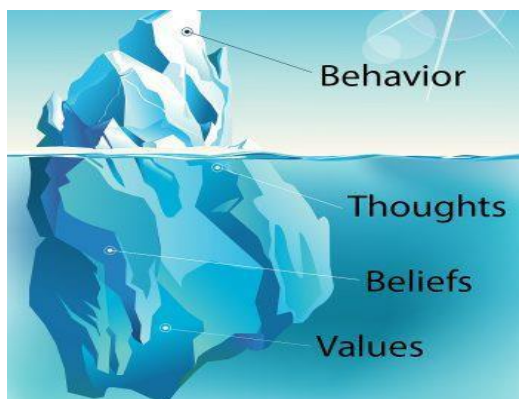


Figure 1: Earnest Hemingway's iceberg theory

Ice berg theory

The Ice berg theory is named because, just as only a small part of an iceberg is visible above water, and Hemingway's stories presented only a small part of what was actually happening. The rest is up to the reader to derive by piecing together what is not presented within the text and properly placing it in context. *Hemingway's Iceberg Theory* 10 minutes



Session 2: Why do we believe coaching is critical to school improvement? (15 mins)

We believe that coaching is critical to school improvement based on research evidence. What does the **research** say about the **impact** of effective coaching in schools?

Coached teachers, in comparison with un-coached teachers:

- Practised new strategies more often with greater skill;
- Used new strategies more appropriately;

- Remembered the knowledge and evidence base and retained skills;
- Explained strategies to students; and,
- Understood the purpose and uses of new strategies better, and used them in new situations.

It can be seen that, when coaching works well, it does result in a change in teachers' professional practice – and this is what we are aiming for in our school improvement journey.



Session 3: How do we become effective coaches? What are the skills we need? (20 mins)

Research tells us that an **effective coach**

- Builds trust and confidence;
- Models expertise;
- Facilitates access to evidence;
- Develops ideas in partnership with the teacher;
- Observes, analyses, and reflects on practice, making it visible and explicit;
- Listens actively; and,
- Uses effective questioning techniques that enable teachers to think about their own beliefs and practice, arrive at their own decisions and develop solutions.



Nine features of effective coaching

1. Be non-judgmental and non-critical.
2. Believe that people have the answers to their problems within them.
3. Respect a person's confidentiality.
4. Accept and take responsibility for our thoughts and actions.
5. Pay attention to recognizing and pointing out strengths, and building and maintaining self-esteem.
6. Challenge individuals to move beyond their comfort zone.
7. Break down big goals into manageable steps.
8. Believe that self-awareness improves performance.
9. Hold a genuine willingness to learn from the people you work with.



Coaching is a highly skilled activity: no one can walk into a room on day one and expect to coach effectively without practice, feedback, and reflection. What is needed is a structured professional dialogue based on evidence drawn from the teacher's practice, which articulates existing beliefs and practices to enable reflection on them.



Discuss in a group (30 mins)

- How will you develop your coaching skills?
- Who could support you?

Portfolio

**Identify a colleague who you can trust.
Arrange a weekly coaching practice session
with them. Keep learning.**

**Write in your portfolio: “My commitment to
becoming an effective coach is to**

.....
“

Sign and date your commitment.



Coaching Practice (Total 1 hour)

Coaching is a highly skilled activity: it requires practice, feedback, and reflection. In this session, we are going to practice and reflect on an actual coaching session with our group.



Group work: Coaching Practice Session in groups of 3 (45 mins)

Carry out the coaching activity described below.

Ground rules:

- Person 1 is the coachee and speaks without interruption.
- Person 2 is the coach and asks questions. DO NOT say what you would do, and DO NOT tell them what they should do.
- Person 3 is the observer and listens actively without interrupting until the conversation has finished. At the end of the coaching session, person 3 (observer) gives feedback to persons 1 and 2, on the questioning and the amount of thinking-through that you observed.
- Each person is in their role for 10 mins, with 5 minutes of feedback from the observer. Then repeat the activity and swap roles until each person has experienced each role.

A coaching practice session

- Person 1 talks about an issue which is of concern to them.
- Person 2 listens and asks questions to understand and to help them to think through the issue.
- Person 3 observes and feeds back on what they observed.



Group work: Coaching Debrief (15 mins)

- What was it like to be coached?
- How easy was it to be a coach and listen and ask questions?
- What did the observer notice?
- What have you learnt from the exercise?

Portfolio activity (15 mins)

Note down how you felt during the coaching session

- What was it like to be coached?
- How easy was it to be the coach and to listen and ask questions?
- What have you learnt from the exercise?



Session 4: Coaching in School Context (30 mins)

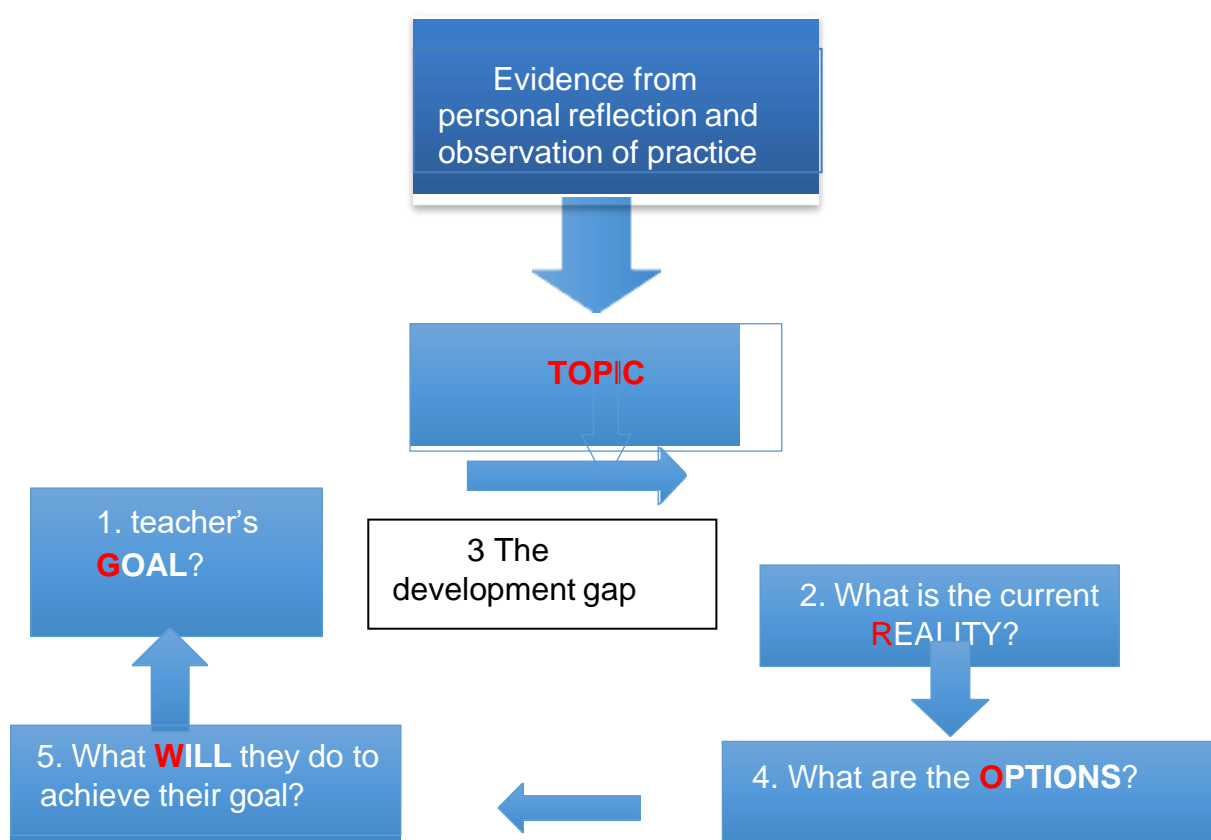
How does effective coaching work in a school context?

We recognize that coaching is a highly skilled and important activity which is critical to improving the quality of teaching (and therefore learning) in our schools.

We will now look at how coaching can work in schools – based on research. Researchers have identified a structure and model for use in school that is very effective. The researched example we are sharing is **the TGROW model**.

The TGROW model is an effective structure to support coaching for school improvement.

Figure 1: T-GROW model



An explanation of the TGROW Model

T = TOPIC: the aspect of practice that the teacher and coach are going to focus on together.

G = GOAL: the teacher identifies their goal with regard to the identified focus supported, through questioning by the coach.

R = REALITY: the teacher and coach explore the reality in the teacher's environment. (Coach and teacher identify the development gap between GOAL and REALITY together.)

O = OPTIONS: the teacher and coach explore and discuss different options for bridging the development gap and the teacher decides on the most appropriate.

W = What WILL they do? The teacher and coach agree on when, where, and how the teacher will implement change, with an expectation of reviewing at the next coaching conversation.



Coaching is...

- Built on a **belief** that we get the best out of people by empowering them to think for themselves.
- Is it a **way of leading** which tries to understand others and engage them?
- Is underpinned by a **set of tools and models** – for example, the TGROW model; and,
- Requires development of a **set of skills** – especially **listening** and asking questions.

If there is time, let participants reflect on this portfolio activity in the session

Portfolio activity (20 mins)

How will you embed coaching into your own practice and into your school?

Note down your thoughts and responses to the points below:

- How will you introduce the idea/concept of coaching with the staff team in school?
- How will you use coaching in your role as a school leader?
- What support will you request for yourself/others to develop coaching skills?



Coach/Mentor discussion (30 mins)

- Identify the support you will need to develop your skills as a coach and the source of this support.
- Review your development as a coach in each monthly review/support meeting.



Topic 2: Teacher Collaboration and Team Spirit





Session 5: Collaboration and Lesson Study (30 mins)

We have looked in detail at collaboration with teachers to improve learning using coaching. This is one form of learning through joint practices.

We know that by deploying a cycle of continuous improvement (observation, feedback, coaching, planning, implementation, and review) we can improve learning outcomes and strengthen the professional practice of teachers.

Research shows that:

1. **When teachers believe** that together they are capable of developing students' critical thinking skills, creativity, and understanding of complex content, **it happens!**
2. Collective Teacher Efficacy (CTE) refers to the staff's **shared belief that through their collective action, they can positively influence student outcomes**, including those who are disengaged and/or disadvantaged.
3. Educators with high efficacy (shared belief) show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance.
4. In addition, when collective efficacy is present, staff are better equipped to foster positive behaviour in students and raise students' expectations of themselves by convincing them that they **can** do well in school (Donohoo 2018).



Read the extract below about Collective Teacher Efficacy in preparation for the group task:

Collective Teacher Efficacy (CTE) is the collective belief of teachers in their ability to positively affect students learning outcome. With an effect size of 1.57, Collective Teacher Efficacy is strongly correlated with student achievement.

An effect size emphasizes the difference in magnitude of given approaches for purposes of comparison. An effect size of 0 reveals that the influence had no effect on student achievement. The larger the effect size, the more powerful the influence. Hattie (2009) suggested an effect size of 0.2 is relatively small, an effect size of 0.4 is medium, and an effect size of 0.6 is large.

Session 6: Team Building



Discuss in a group (30 mins)

- Read the extract above about collective teacher efficacy.
- Then as a group, discuss the points 1 – 4 from the research above. This research is about developing collaboration and joint practices.
- Discuss with the group - What 3 questions would you like to ask about the research? Write these on flip chart paper.
- Discuss with the group - How can you as a school leader encourage collective teacher efficacy? Write your thoughts as a group on flip chart paper.

Portfolio activity (20 mins)

Note down your thoughts and insights as to how you as a school leader can encourage collective teacher efficacy.



Topic 3. Professional Learning Communities

Read the extract below:

“A Professional Learning Community (PLC) is a group of practitioners working together using a structured process of enquiry to focus on a specific area of teaching and learning to improve learner outcomes and so raise school standards.”

“A PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students” (adapted from: <https://www.edglossary.org/professional-learning-community/>).

“PLCs are a structure used by the School Leadership Development Programme which will bring teachers, leaders and schools together to develop and amplify the effects of CTE, delivering proven improvements to learning outcomes for ALL learners.”

Session 7: Uses of Professional Learning Communities (30 mins)

A PLC is used to increase effective teaching, remove barriers to student learning enhance the instructional process to serve all, allow teachers to learn from and with each other and bridge the gaps between intention and reality.

In light of the power of CTE, we may ask the following questions:

1. What is a Professional Learning Community?
2. How does a PLC contribute to school improvement?
3. How does a PLC support the improvement of learning outcomes?
4. How can we develop joint practices *as part of the* leadership development programme to improve learning through PLCs?



Let us begin to answer the following questions:

Question 1: *What is a Professional Learning Community (PLC)?*

Question 2: *How does a PLC contribute to school improvement? And,*

Question 3: *How does a PLC support the improvement of learning outcomes?*

PLCs build and strengthen collective teacher efficacy through the:

- Building relationships and improving communication and cooperation between teachers, schools, and school leaders
- Providing time for educators to discuss and address issues of learning
- Supporting the development of shared values, norms and expectations for effective teaching and learning
- Improving teacher confidence and the confidence of school leaders
- Encouraging educators to be 'thinkers' as well as 'doers'



With regards to the final question:

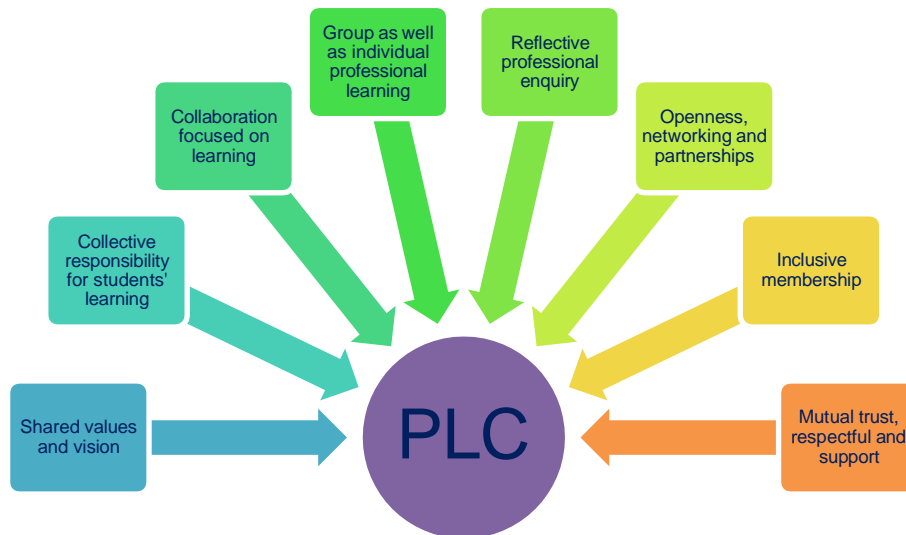
Question 4: *How can we develop joint practices as part of the Leadership Development Programme to improve learning through PLCs?*

The development of professional/Peer Learning Communities is central to the design of the School Leadership Training Programme. This reflects the research and good practice which highlights the importance of collaboration and the development of joint practices in improving learning outcomes for all. When PLCs are done well, they:

- improve learner outcomes;
- change professional practice and empower practitioners;
- create sustainable change;
- develop system-wide leadership capacity; and,
- have measurable impact.

Peer-learning communities will be facilitated by school supervisors/lead trainers and provide structured opportunities for peer learning across schools.

Figure 2: below shows some features of strong PLCs



Discuss in a group (20 mins)

- How will you support the PLCs as part of this programme?
- What additional information on PLCs do you possess/need?



Figure 4 below identifies the phases of activity for PLCs used by the Welsh National model developed by Harris and Jones (2017).



Portfolio

Review your understanding of the role of Professional Learning Communities as a means of strengthening collaboration and to improve teaching and learning.

Figure 3: Phases of activity for PLCs

Professional Learning Communities with inter and Intra School Working relationships and linkages, as well as a culture of collaborating with other schools, are already in place to aid joint working (e.g. Lindsay et al., 2005; Rudd et al., 2004a).



Discuss in your groups (20 mins)

In your groups, discuss the questions below and make notes on flip chart paper or below:

- What are the ingredients of successful collaboration?
- What makes the difference between success and failure in joint projects?

Professional Network (PN): is used to describe the building of relationships solely for one's career benefits. It is vital for career growth as this relation helps for the development of one's skill, experience and advancement.

Reviewing Learning Objectives for Module 1B, Day 2

At the beginning of the day, we identified areas which would support us in strengthening collaboration to improve teaching and learning, especially through coaching. In the second half of the day, we looked at Professional Learning Communities.

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
What is coaching (in the context of school improvement)?			
Why do we believe coaching is critical to school improvement?			
How does effective coaching work in a school context?			
How will you embed coaching into our own practice and into your school?			

Objective	G	S	U
What is a Professional Learning Community?			
How does a PLC contribute to school improvement?			
How does a PLC support the improvement of learning outcomes?			
How can we develop joint practices as part of the Leadership Development Programme to improve learning through PLCs?			

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Appendix 1: - Portfolio Guidance

The purpose of the Portfolio

A portfolio is a collection of works that are associated with competencies and standards. In this instance with the National Teaching Standards and the School Leaders Competencies. The work is gathered over a longer period than traditional written assessments, so it enables school leaders to reflect on what they have been taught, what they have learnt and what they have achieved in school through the training programme.

Each section of the portfolio has been selected because it is an authentic representation of what has been learnt and how school leaders have been able to demonstrate current knowledge and skills.

A portfolio allows school leaders to select a range of examples of evidence and impact from work that has been completed throughout the course, from the face-to-face sessions, from in-school tasks, from discussions/reflections with coaches/mentors, and from working with peers in the PLC meetings. Each piece of evidence that is chosen should represent one or more of the parameters of the assessment criteria. The selection of work is advantageous because it is a tool with which school leaders can self-assess their work, and show how they are developing and how they have met the goals that are set. The level/ depth of reflection is a powerful tool to deepen the learning process.

Many advocates across international learning and assessment best practice deem that portfolio assessments are superior as a tool because it demonstrates growth and learning over an extended period. The portfolio evaluates a school leader's learning throughout the course and combines their work-based experiences alongside learning and training.

How the portfolio is used for the achievement of the qualification

As participants in the training programme, school leaders will develop a Portfolio based on self-evaluation, reflection, and application of learning in their own school community and in the cluster/ woreda.

The assessment design reflects the practical, work-based nature of the school leadership training. There will be module assignments that capture practice and reflection on the practice of structured work-based tasks.

School leaders will receive formative feedback on their work-based practice and end-of-module assignments for each module. They will maintain a portfolio of evidence-capturing examples of work-based practice, reflection on impact and examples of formative observation of their practice conducted by the school supervisor/lead trainer / key trainer.

School Leader Competency Framework

Throughout the National School Leadership Training (NSLT) programme, school leaders will keep a professional portfolio as their constant companion! This portfolio is to gather evidence of achievement against the School Leader's competencies.

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. The competency framework sits at the heart of the National School Leadership Training Programme and is central to the programme's monitoring and evaluation. The content of the leadership training modules links explicitly with the competency framework. The competency framework maps and measures the progress of each school leader, against the competencies, throughout the course of the programme,

identifying the impact of school leadership on improving the quality of teaching and learning

The competencies set a standard for effective school leadership and 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. They describe the behaviours that a successful Ethiopian school leader will demonstrate.

There are five key competencies, each one is broken down into a set of observable ‘sub-competencies’ which describe specific actions/ behaviours. For each sub-competency five levels or stages of leadership competence have been identified under the headings; *Beginner Leader*; *Developing Leader*; *Competent Leader*; *Leader of Learning and Peer Leader*.

For each of these five levels or stages, a statement is provided that describes what may be seen / what evidence is available in the school related to each competency. The full set of competencies is contained within the folders for the school leader’s regular reference and in Appendix 2 of this guide.

Competency 1: The school leader will demonstrate their commitment to improving learning outcomes and promoting inclusion.

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 to inclusion and learning.

Competency 5: The school leaders will work collaboratively with all stakeholders to drive school and system improvement.

School leaders will receive support from their trainers and school supervisors in completing the Portfolio. They will review it periodically and give guidance on presenting the final portfolio for the final assessment.

At the end of the NSLT programme school leaders will submit their completed portfolio. Qualification as an accredited Ethiopian School Leader will depend upon the quality of the evidence that is submitted, the trainer reports included within the portfolio and the ways in which school leaders’ have reflected on their learning and next steps.

The portfolio method of assessment:

Each school leader who has met the assessment criteria as captured in the Competency Framework will be awarded a professional qualification in school leadership.

1. The portfolio method of assessment supports a professional competency-based approach by providing school leaders with a means of continuously:

- Capturing evidence of their professional learning as they carry out workplace-based assignments

- Recording evidence of their progress in each of the modules
 - Logging evidence related to the impact of their practice
 - Reflecting on practice for greater impact on student outcomes
2. The portfolio folder can also include formative reports. These will include workplace visits reports and module progress reports, where assessors or other professionals (Woreda officials) report on progress and offer feedback to support a school leader's next steps
3. The portfolio folder will include each module assignment, along with the assessor or other professionals' feedback where available
4. The portfolio folder will be submitted as the final summative submission. The final portfolio will include
- School leader's evidence and self-reflection against the competency framework for each module
 - Formative reports and progress trackers from assessors or other professionals
 - Each module assignment and assessors or other senior professional feedback
 - School Leader progress tracker
 - Learning partner or other critical professional friend feedback
 - Attestations
5. Assessors will then complete a final report making recommendations for the school leader's status: *Beginner Leader*; *Developing Leader*; *Competent Leader*; *Leader of Learning and Peer Leader*.

How the portfolio captures self, peer, and external assessment

Self and peer evaluation are very important in developing the school leader's professional ownership of their professional learning and development. There will be many opportunities for school leaders to evaluate their own progress and discuss progress with peers. School leaders will be encouraged to provide each other with support as well as a professional challenge, through strong professional dialogue.

The diagram below highlights how self, peer and trainer evaluation will support a school leader's evidence gathering.



Trainer evaluation is important for both developmental support and summative assessment. Trainers will provide developmental support through coaching and school visits. The School Supervisor and Lead Trainer will:

- engage the school leader in learning conversations and carry out paired teaching and learning observations
- provide coaching support
- review the completion of additional activities relating to each module
- review the evidence in the Portfolio

Portfolio structure and content

The portfolio will be submitted as **the final summative assessment document** and should be organised into the following sections:

- A. Introduction (including biographical information; school information)
- B. Summary learning statement (this will be approx. 1000 words and will summarise your learning against the competencies: achievements, challenges, next learning steps)
- C. Competency 1: all evidence across ALL the modules relating to Competency 1 (including reflection logs; trainer reports; field visit reports; evidence from trainee against the competency)
- D. Competency 2: all evidence across ALL the modules relating to Competency 2 (including reflection logs; trainer reports; field visit reports; evidence from trainee against the competency)
- E. Competency 3: all evidence across ALL the modules relating to Competency 3 (including reflection logs; trainer reports; field visit reports; evidence from trainee against the competency)
- F. Competency 4: all evidence across ALL the modules relating to Competency 4 (including reflection logs; trainer reports; field visit reports; evidence from trainee against the competency)
- G. Competency 5: all evidence across ALL the modules relating to Competency 5 (including reflection logs; trainer reports; field visit reports; evidence from trainee against the competency)
- H. Summary statement from the trainer

A successful portfolio

Taking the time to collect and reflect on the evidence that demonstrates the learning journey, the actions are taken, and the progress, is important to school leaders submitting a portfolio to highlight the accomplishments that have been made in school as a leader throughout the course.

A successful portfolio would include the following features:

- It will provide evidence to the assessors that competencies have been achieved
- The quantity and variety of **evidence** offered will be sufficient to prove the achievement of all the competencies. *Relevance* is the key: a piece of evidence may take any form you choose, as long as it serves to prove that one (or more) of the competencies have been achieved. Creativity is also important. Examples of artefacts that might be suitable are:
 - work submitted in previous portfolios and new reflections on them
 - attestations from colleagues or clients
 - video and audio recordings of training sessions or coaching
- School leaders will have included a **commentary** on the portfolio, which e.g.
 - explains to the reader how the portfolio is organised – how it works
 - explains their rationale for including each piece of evidence
 - shows how the competencies interconnect and arrive at the whole person/professional.

Minimum requirements for a successful portfolio¹

Contributor	Document	Remarks
School leader	Self-reflection logs	2 per module minimum
	Module summary including next steps	1 per module
	Competency progress tracker	1 per module
	Annotated evidence against each competency	Evidence with a short rationale for why it is included and how it shows evidence of the competency
Supervisor	Informal reports of progress from PLCs and school visits	2 per module
Lead Trainer	Informal reports of progress from the field visits and coaching sessions (either PLC or schools)	1 per module (Minimum)
	Competency progress tracker	1 per module
	Module summary including next steps	1 per module
	Final summary statement including a final progress tracker	1 in total

¹ Please note that these may be subject to review once final MOE guidance for accreditation is provided.

Tips for gathering and selecting evidence for the portfolio

The following ideas and suggestions are a good way to self-review and think about **what** is included, **why** it is included and what it **shows**. The key question to ask is, '*Does it show evidence of meeting the competencies and how?*'. Things to consider when gathering, selecting and organizing evidence in the portfolio:

- Have I explained how the portfolio is organized? i.e., how it works
- What artefact(s) will I include?
- What is my rationale for selecting this piece of evidence? How does it evidence competence?
- What points will I have to include in my commentary?
- Does my choice (do my choices) of evidence reflect creativity?
- Could this same artefact be used to evidence another of the competencies? How would I manage this in practice? i.e., show how the competencies interconnect to develop the whole professional/ person
- Will I meet the criterion of reader-friendliness?

Note that a successful portfolio will:

- Provide evidence to the examiners that competencies have been achieved.
- Demonstrate sufficient quantity and variety of evidence to prove the achievement of all the competencies.

Note that the TARGET team have produced **Portfolio Inserts** that will guide SLs to ensure relevant pieces of evidence are included in portfolios. School leaders should refer to these portfolio inserts.

Do's and Don'ts for successful portfolios

Do	Don't
Include titles for the work -link each piece to one or more of the competencies	Include a photo without any explanation or link to the competencies
Be organised, work out sections and folder structures early and use them to organise thoughts as well as evidence	Include every handout, meeting notes, and resource from every event from the entire year, this has no context.
Write the competency number on every piece of work developed, categorising from the beginning will be a big help when selecting final pieces	Use too many buzzwords and jargon to explain a piece of work/ achievement
Take photos regularly especially around the school to capture change and improvement	Include work that is not your own
Collect testimonials from teachers, parents, children, peers and Supervisors / Lead Trainers	Don't assume the assessor will know why something has been included, annotate the evidence clearly
Ask a peer, colleague or relative to read through the portfolio before submission	
Ask for help if needed or are uncertain	
Do Plan early - Don't leave it to the last minute	

Assessment process²

Step 1:

School leaders (SL) will complete their portfolios according to the guidance above. Lead Trainers (LTs) and School Supervisors (SSs) will provide *formative* guidance in the weeks before final submission.

Step 2:

At the end of the NSLT course, school leaders will submit the completed portfolio to Lead Trainers (dates to be provided by LTs)

Step 3:

Selected LTs will review portfolios according to criteria and guidance. The Competency Framework and indicators will be the key standards for making informed judgements about SL competence. LTs will receive training for this purpose and this process will be guided by external experts.

Step 4:

Moderation process: some portfolios will be selected randomly and submitted for third-party moderation. LTs can submit portfolios for moderation if the judgement is borderline.

Step 5:

Final results will be passed through the relevant Ministry channels (to be confirmed) and notice of the result sent to candidates. Candidates will be awarded either Pass or Not Yet Achieved. Candidates who have Not Yet Achieved a pass will be offered opportunities to strengthen their practice and resubmit portfolios after a suitable period.

Step 6:

Pass certificates issued to successful candidates

Please note that there will be an 'appeals' process for candidates. The details of this will be provided to all candidates.

² This section may be updated in light of the final accreditation process approved by MoE

Portfolio Insert: Module 1 Part II: Engagement and Collaboration

Introduction

In Module 1 part, II 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.

EVIDENCE TO BE ADDED INTO PORTFOLIO – MODULE 1 Part II

Page No.	Prompt to add evidence to Portfolio	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
14	Review the documents in the box above and summarize their aims, relating these to your own school context. Make notes in your portfolio.	Individual	Summarized aims <input type="checkbox"/>		
17	Add your reflections to your portfolio	Individual	Notes of reflections <input type="checkbox"/>		
20	What does this mean for us as school leaders? We want to promote and support real changes in teacher behaviour – how do we avoid simply TELLING and MONITORING? 10 minutes	Group	Evidence of responses <input type="checkbox"/>		
22	Identify a colleague who you can trust. Arrange a weekly coaching practice session with them. Keep learning. Write in your portfolio: “My commitment to becoming an effective coach is to “Sign and date your commitment.	Group (at least with department heads/teachers)	Notes of Commitments signed and dated <input type="checkbox"/> Evidence of coaching practice session (report etc.) <input type="checkbox"/>		
23	Note down how you felt during the coaching session •What was it like to be coached? •How easy was it to be the coach and to listen and ask questions? •What have you learnt from the exercise?	Group	Notes of reflections <input type="checkbox"/>		

25	How will you embed coaching into your own practice and into your school? read more on page 25	Individual /group	Note down your thoughts and responses <input type="checkbox"/> Evidence of Review of development as a coach in each monthly review/support meeting. <input type="checkbox"/>		
27	Note down your thoughts and insights as to how you as a school leader can encourage collective teacher efficacy	Group	Notes of thoughts and insights <input type="checkbox"/>		
29	Review your understanding of the role of Professional Learning Communities as a means of strengthening collaboration and improving teaching and learning		Evidence of review. <input type="checkbox"/>		
Other Portfolio Inserts (Evidence to be added in the Portfolio)					
	Adaptation of 8 weeks roadmap (individual and peer learning schedule)	Group (SL, SS & LT)	Adapted 8 weeks roadmap with timeline <input type="checkbox"/>		
	Professional Learning Community meeting (Module 1 Part II)	Group	Minutes of the meeting <input type="checkbox"/>		
	LT weekly visit reports (not the one sent for finance purposes)	LT and SL	4 LT weekly visit reports dated & signed by the school and woreda office <input type="checkbox"/>		
	Completed Baseline Competency	Individual	Completed Baseline Competency. <input type="checkbox"/>		
	Face to face 1 Reflection log	Group	Completed reflection log(minimum 3 per module <input type="checkbox"/>		

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 _____

Appendix 2 – Face to face Reflection Log

It is expected that all school leaders capture their activity, reflect on it and consider its impact throughout the programme.

There is no limit to how many reflection logs are used. However, there is a minimum requirement of 3 per module.

Participant name:	Date:	Location:
Questions	Your comments/evidence	
BEFORE THE ACTIVITY What is the professional learning activity I am engaging in? (for example, Coaching, PLC)		
BEFORE THE ACTIVITY What specific competencies am I aiming to demonstrate?		
AFTER THE ACTIVITY To what extent and in what ways have I demonstrated the relevant competency?		
AFTER THE ACTIVITY What might I do differently next time? What are my next steps?		

Appendix 3: School Leader Competency Framework

Beginner Leader: No evidence	Developing Leader: Some evidence	Competent Leader: Evidence that this is part of leadership practice and school routine	Leader of Learning: Evidence of the impact on learners and on teaching	Peer Leader: Evidence that leadership is shared with leaders in other schools
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Competency 1. Demonstrating a commitment to improving learning outcomes and promoting inclusion.

	Beginner Leader	Developing Leader	Competent Leader	Leader of Learning	Peer Leader The school leader has offered support to leaders in other schools through PLCs or 1-1 interaction.
1.1 Development and communication of a school vision and mission that fits the context.	The school community is not engaged. No meeting(s) have taken place to begin this process.	The school community is engaged. Meetings are attended but the community does not play an active part in decision-making.	Meeting/s with the school community have taken place. A vision and mission that fits the context were developed but this has not been brought to life in the school.	School vision and mission have been developed and can be clearly explained by the pupils, staff and members of the community. There is a clear link to improving learning and inclusion.	There is evidence that this has resulted in other leaders developing and communicating a relevant vision and mission for the school.
1.2 Planning for the professional development of teachers.	No assessment of teacher CPD needs has been conducted.	Some assessment of CPD needs has taken place. Plans for teachers' CPD either do not exist or they are not	Assessment of teacher CPD needs was comprehensive. Findings have been analysed, but not actioned.	The CPD plan for teachers shows specific dates, resources, and time allocation. Teachers can reflect on how the CPD has improved	There is evidence that this has resulted in other leaders developing and communicating plans for Teacher's CPD which can be linked to improvements in learning/ inclusion.

		backed up by evidence.		aspects of learning /their teaching.	
	Beginner Leader	Developing Leader	Competent Leader	Leader of Learning	Peer Leader The school leader has offered support to leaders in other schools through PLCs or 1-1 interaction.
1.3 Developing a relevant school Improvement plan (SIP).	There is no school improvement plan.	The SIP has been started but not finalized.	Stakeholders are aware of the SIP and know what is in it.	SIP has dates and actions which have been agreed upon and shared. The SIP is clearly linked to improving learning and inclusion.	There is evidence that this has resulted in other leaders developing and communicating a SIP which is linked to improvements in learning/ inclusion.
1.4 Assessing the barriers to education for children from disadvantaged groups.	No assessment has been carried out.	Some assessment <u>for all groups</u> has been conducted but remains incomplete.	An assessment has been finalized but no actions have been identified.	There is a clear plan identifying how each group will be supported. The plan identifies dates, actions and resources required.	There is evidence that this has resulted in other leaders developing, communicating, and resourcing targeted plans to support disadvantaged learners.
1.5 Carrying out effective monitoring of teaching and learning.	No monitoring of teaching and learning has been carried out.	There is evidence that monitoring systems and processes are being developed.	Monitoring systems and processes have been developed and agreed upon with teachers. There is evidence that monitoring of teaching and learning has been carried out.	Monitoring systems and processes are embedded in the annual improvement cycle and reflected in the SIP. Teachers can reflect on how this has improved aspects of learning /their teaching.	There is evidence that this has resulted in other leaders developing monitoring systems and processes which can be linked to improvements in learning/ inclusion. There is evidence that Teachers from other schools reflect on how this has improved aspects of learning /their teaching.
1.6 Observing teaching and learning to improve the quality of learning and inclusion for all.	Observations of teaching and learning do not occur.	Plans for observations of teaching and learning appear in the school plan (SIP; CPD etc) but have	Observations of teaching and learning have happened as per the plan and with the cooperation of teachers.	Observations result in leaders and teachers agreeing on individual and/or school-wide actions to address strengths and areas for development	There is evidence that this has resulted in other leaders agreeing on individual and/or school-wide actions to address strengths and areas for development focused on improving the quality of learning for all.

		not been carried out.		focused on improving the quality of learning for all.	There is evidence that Teachers from other schools reflect on how this has improved aspects of learning /their teaching.
1.7 Providing effective feedback and guidance to teachers to improve the quality of teaching and learning.	No mechanism is in place to provide feedback and/or guidance to teachers on their practice.	There is evidence that the systems and processes to enable leaders to provide feedback and guidance to teachers are being developed.	Systems and processes to provide feedback and guidance to teachers have been developed and agreed upon with teachers.	Feedback and guidance given to teachers can be linked to improvements in the quality of teaching and learning. Teachers can reflect on how this has improved aspects of learning /their teaching.	There is evidence that this has resulted in other leaders providing feedback and guidance to teachers which can be linked to improvements in learning/ inclusion. There is evidence that Teachers from other schools reflect on how this has improved aspects of learning /their teaching.
Competency 1 Scoring	Areas for development and the support to be provided are:				
Competency 2: Promoting a culture of continuous self-sustaining school improvement					
	Beginner Leader	Developing Leader	Competent Leader	Leader of Learning	Peer Leader The school leader has offered support to leaders in other schools through PLCs, and 1-1 interactions.
2.1 Developing effective school self-review systems and processes.	No school performance review /self-review has been carried out	There is evidence that a school performance review meeting was conducted.	There is evidence that reviewing the performance of the school is established in the cycle of the annual calendar and reviews are carried out.	Reviewing the performance of the school by the leadership team and key stakeholders happens routinely and informs the SIP and the CPD plan. Stakeholders are aware of the outcomes of the review and the link to SIP, CPD and learning and inclusion.	There is evidence that this has resulted in leaders from other schools carrying out effective school self-review linked to SIP and CPD plans.
2.2 Establishing Communities of Practice CoP (within	Teachers and leaders have not formed a	Some teachers have created an informal group which meets	A CoP meets regularly.	A CoP is well established. The group is focused on	There is evidence that this has resulted in leaders from other schools establishing CoPs which are focussed

the school) to support improvements to the quality of teaching and learning.	Community of Practice.	irregularly to discuss issues and challenges.	The structure/ purpose of these meetings is unclear.	improving the quality of teaching and learning. Teachers can reflect on how this has improved aspects of learning /their teaching.	on improving the quality of teaching and learning.
2.3 Using the school grant effectively to support learners.	There is no evidence of how the grant is used to support learning and inclusion.	There is evidence that the deployment/ use of the grant has been discussed.	The school self-review, SIP and CPD plan are linked to the deployment of the grant.	The school targets the resources from the grant to improve the outcome of all children and especially those facing additional barriers to learning.	There is evidence that this has resulted in leaders from other schools targeting the grant to meet the learning needs and inclusion needs of vulnerable groups.
Competency 2: Scoring	Areas for development and the support to be provided are:				
Competency 3: Modelling and guiding leadership for learning for the inclusion and safety of all students.					
	Beginner Leader	Developing Leader	Competent Leader	Leader of Learning	Peer Leader The school leader has offered support to leaders in other schools through PLCs, and 1-1 interactions.
3.1 Guiding teachers on improving the quality of learning and inclusion.	Inclusion of disadvantaged learners and actions to improve learning outcomes are not evident in any school plans. (SIP self-review, CPD, stakeholder engagement)	There is evidence that the inclusion and learning outcomes of disadvantaged groups have been discussed.	The school aims and objectives in the SIP identify the needs of disadvantaged learners and promote their inclusion. There is evidence that this has been shared with stakeholders.	Each teacher is aware of the learning levels of disadvantaged learners they teach. Each teacher has the plan to address these needs for the children they teach. Support has been provided to enable teachers to deliver this plan.	There is evidence that this has resulted in leaders from other schools developing plans which meet the learning and inclusion needs of disadvantaged groups.
3.2 Guiding teachers on pupils’ personal development,	Behaviour around the school is unruly. Teachers and pupils lack respect for	Leaders are more visible around the school and address	School leaders and teachers have a better understanding of their responsibility	There is an orderly environment in classrooms and around the school.	Leaders demonstrate expertise in enhancing attitudes to learning.

including conduct and behaviour for learning	each other and for the school environment. School leaders do not have the strategies to resolve these issues. School Leaders carry out basic government requirements on safeguarding but are unaware of any safeguarding issues related to bullying and violence in the school. Teachers are not equipped to deal with safeguarding issues	misbehaviour when they see it. There is a punitive approach to managing behaviour to overcome historic patterns. Teachers have a greater awareness of their responsibility to manage pupil behaviour. Leaders and teachers have received safeguarding training and are aware of safeguarding issues such as bullying and physical abuse among pupils. They do not always deal with incidents effectively.	to manage behaviour. Leaders actively engage in partnerships with parents to improve pupils’ personal development. There are respectful relationships between pupils and teachers. Most pupils behave responsibly Ensuring the safety and well-being of all pupils is a priority. Issues with site safety, bullying and violence are dealt with immediately and effectively by leaders and teachers.	Leaders and teachers are developing expertise in dealing with challenging behaviour. Each teacher has a plan in place to support the pupils who demonstrate the most challenging behaviours. Pupils demonstrate well-developed attitudes to learning. Pupils are taught to respect and value differences. Leaders and teachers are committed to ensuring the safety and well-being of all pupils, resulting in higher attendance rates.	Leaders and teachers have expertise in working with children and families in managing challenging behaviours. These approaches and strategies are shared with other schools. All stakeholders are committed to safeguarding. The school shares effective safeguarding practices with families and other schools. Senior leaders work together on safeguarding issues at a local level
Competency 3: Scoring	Areas for development and the support to be provided are:				
Competency 4: Using evidence to plan, implement, and review improvements to inclusion and learning					
	Beginner Leader	Developing Leader	Competent Leader	Leader of Learning	Peer Leader The school leader has offered support to leaders in other schools through PLCs, and 1-1 interactions.
	Data is not used to inform decisions on	The collection of data has been	Data which identifies the learning and	Data is regularly used to inform the schools plans and	There is evidence that this has resulted in leaders from other schools

4.1 Collecting, analysing and using data to inform planning and drive improvement.	improvement planning.	identified and included in the school self-review/SIP.	progress of groups of learners has been collected and analysed (e.g., girls, children with additional learning needs and children from low socio-economic groups).	actions to improve the quality of teaching and learning.	using data to inform planning and actions to improve teaching and learning.
Competency 4: Scoring	Areas for development and the support to be provided are:				
Competency 5: The school leader will work collaboratively with all stakeholders to drive school and system improvement					
	Beginner Leader	Developing Leader	Competent Leader	Leader of Learning	Peer Leader The school leader has offered support to leaders in other schools through PLCs, 1-1 interactions.
5.1 Engaging stakeholders in improving teaching learning and inclusion.	Stakeholders are not engaged in the Mission or vision self-review, SIP or CPD plan for the school.	A stakeholder engagement plan has been developed, but not implemented.	The stakeholder engagement plan is followed. There is evidence that meetings happen as planned and some stakeholders know what is in the school self-review and SIP.	The engagement of stakeholders focuses on improving the quality of learning, teaching, and inclusion. There is evidence that stakeholders understand the successes and challenges of the school and offer support to address these.	There is evidence that this has resulted in leaders from other schools engaging stakeholders in improving the quality of learning, teaching, and inclusion.
Competency 5: Scoring	Areas for development and the support to be provided are:				