

# School leadership activity (for trainers)

## Review aspects' activity 1

**Target audience:** School leadership.

**Aim:** Enhance the School leadership knowledge of the review aspects and criteria, and its positive or negative impact on the two aspects of: 'Academic Achievement' and 'Teaching, Learning and Assessment'.

**Duration:** 20-25 minutes.

**Description:** Group activity. Participants discuss the mind map below to answer the following questions.

**Materials:** The activity sheet (one for each trainee) and an A3 paper for the group to answer in.

### **Implementation mechanism:**

1. The trainer gives the groups two minutes before starting the activity to determine (a leader, a writer, and a presenter) for each group.
2. Activity questions are distributed; group members share the questions and discuss to arrive to the correct answers.
3. The agreed-upon answer is written by the group writer, during which the group leader organizes the group discussion and their answers, within the specified time.
4. After the expiry of the specified time, the answers of each group will be presented by the presenter, not exceeding 5 minutes.
5. After the groups' presentations are done, the trainer presents the model answer to the participating trainees.
6. The trainer answers inquiries and questions, if any.

**Discuss the mind map below with your group and answer the following questions.**



Q1: What is the name of the review aspect (X) in the mind map?

“Leadership, Management and Governance” aspect.

Q2: What is criterion (A) which belongs to the aspect (X)?

4.1 Leadership Effectiveness and Continuous Improvement

Q3: What are the aspect’s criteria that affect the effectiveness of the ‘Teaching, Learning and Assessment’ aspect, positively or negatively?

4.1 Leadership Effectiveness and Continuous Improvement, 4.2 Staff Professional Development and Support, 4.3 Resilience and Innovation

Q4: How do criteria (A) and criteria ‘Staff Professional Development and Support’ affect the quality of school outcomes: ‘Students’ Academic Achievement’ and ‘Students’ Personal Development and Wellbeing’?

The effectiveness of ‘Leadership Effectiveness and Continuous Improvement’ plays an important role in evaluating the school accurately and comprehensively, and in identifying its strengths and areas for improvement, as well as setting priorities to work on during strategic planning, and following up on the implementation in school life. This will be reflected in students’ academic achievement and personal development.

Developing the performance of staff and supporting them after identifying their training needs and benefiting from the results of classroom visits is crucial. The school prioritizes the development of teachers and their needs, thus develops effective training programs, and follows up on their implementation and the extent of their impact on teachers’ performance in lessons, while continuing to provide constructive feedback to them, and encourage them to exchange best practices, which will be reflected in the quality of the teaching and learning processes, and will affect students’ achievement, personal development, and wellbeing.

Q5: Suggest a set of procedures that you will implement as a school principal to develop the aspect of ‘Teaching, Learning and Assessment’, employing all its criteria. (It is sufficient to suggest two procedures for each criterion)



## **Leadership Effectiveness and Continuous Development:**

1. Placing the development of teachers' performance among the school's development priorities, according to students' results and classroom visits.
2. Developing executive and action plans for the departments, following up on their implementation, and measuring the extent of their impact on the general performance of teachers and the 'Teaching, Learning and Assessment' aspect.

## **Resilience and innovation:**

1. School leadership enhances the culture of experimentation and creativity, especially in the 'Teaching, Learning and Assessment' aspect, by supporting the use of modern strategies and digital tools in lessons.
2. Motivating teachers to conduct action research in developing teaching and learning, and academic support programmes.